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ABSTRACT

An evaluation was conducted to provide Saskatchewan Education with information about the effectiveness of: (1) a program evaluation package for use at the school level consisting of the "School-Based Program Evaluation Manual" (Burgess, 1987) and its related workshop; and (2) a pilot-site model for the implementation of the evaluation package. The manual and inservice package were presented for the first time at workshop sessions held in October 1987 and attended by pilot teams of at least two members from each of nine school divisions and regional curriculum coordinators in Saskatchewan. Process and product evaluation from December 1987 onward considered the use of the manual and its effectiveness, the effectiveness of the inservice program, and the implementation and facilitation of the evaluation program. Data were collected via telephone interviews, on-site interviews, and an eight-page questionnaire; analysis of pilot site descriptions, meeting summaries, context data sheets, itemized budget statements, and reports from project personnel were also used for information gathering purposes. Fifty-three questionnaires were mailed to pilot sites; 46% of official evalutation team members returned them. Both the manual and the program were found useful. Implementation was generally considered successful, although only three sites progressed as far as projected by early June. Eleven recommendations were made to improve the manual, the inservice program, and the implementation of the evaluation program. Three appendices contain supplemental information, including graphs and charts of the ratings and other information obtained; the format of the preliminary contact calls and copies of the study instruments; and an evaluation workshop agenda together with a time line for the project. (SLD)

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REPORT ON THE IMPLEMENTATION OF SCHOOL-BASED PROGRAM EVALUATION MANUAL AT PILOT SITES

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SIDRU Research Report No. 11
June 1988

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Saskatchewan Instructional Development and Research Unit

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Saskatchewan Department of Education

by
Alison Pirot
June 1988

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I EXECUTIVE SUMMARY

The purpose of this evaluation was to provide Saskatchewan Education with information concerning the effectiveness of:

(1) a program evaluation package for use at the school level consisting of the *School-Based Program Evaluation Manual* (Burgess, 1987) and the "School-Based Program Evaluation Workshop," and

(2) a pilot-site model for the implementation of the above school-based program evaluation package.

The program evaluation package was developed in 1986-87 by Dr. J.O. Burgess, Faculty of Education, University of Regina, in consultation with a number of program evaluation practitioners from Saskatchewan Education, the University of Regina, the University of Saskatchewan, and various school divisions in Saskatchewan.

In October 1987 the Manual and inservice package were presented for the first time in two workshop sessions in Saskatoon and Regina. The sessions were attended by small pilot teams from nine school divisions and by the regional curriculum coordinators. At the workshops, teams began planning pilot projects which were to be completed by the end of the 1987-88 school year. The implementation plan for the Manual and inservice package included a variety of follow-up and support activities in order to help pilot teams conduct their projects. Among these was the involvement of the Saskatchewan Instructional Development and Research Unit (SIDRU) from December 1987 onward for the purposes of monitoring and facilitating work at pilot sites and also for the conduct of this evaluation. Telephone contact was established with all pilot sites for dual facilitation/evaluation purposes, and a sizeable portion of the project budget was set aside to be forwarded directly to each pilot site. Each site received $700.00 to help offset project costs on condition that the site provide evaluative information and an itemized statement accounting for use of the funds and that any unused portion be returned to SIDRU.

There were three categories of questions for this evaluation, as follows:

(1) The Manual

  (a) Was the Manual used? (To what extent/which parts?)

  (b) How effective was the Manual? (Strengths, weaknesses? Ease of use?)

  (c) What revisions, if any, should be made to the Manual?

  (d) Should the Manual be adopted and disseminated on a more permanent basis?

(2) The inservice

(a) How effective was the inservice? (Strengths, weaknesses? Relevance to use of the Manual? Relevance to pilot projects?)

(b) What revisions, if any, should be made to the inservice format?

(3) Implementation and facilitation

(a) What successes and difficulties were encountered with the implementation process?

(b) What successes and difficulties were encountered with the facilitation process?

(c) What types of obstacles were encountered by pilot sites?

(d) What types of assistance were needed by pilot sites? Were these needs fulfilled? By whom?

(e) What uses were made of the $700.00 facilitation funding sent to pilot sites?

(f) What did pilot teams consider to be their greatest successes?

(g) What improvements might be suggested for the implementation process? For the facilitation process?

(h) Should Saskatchewan Education use this type of model on some other occasion for the implementation of the Manual or some other product or program?

Process evaluation assessed the uses of the Manual and noted the progress of pilot projects with an attempt to assess the impact of various inputs (i.e., facilitation, funding, resource person, etc.) on progress at pilot sites. Product evaluation assessed the effectiveness of the Manual, the inservice, and the implementation model. Data were gathered by telephone interview and questionnaire, from documents provided by some pilot sites, and at meetings. Most data were obtained from team members at pilot sites. Qualitative data analysis methods were used. As findings were interpreted, no attempt was made to hold pilot sites accountable for difficulties or delays; rather, problems and/or delays were traced back to weaknesses in the implementation model when possible and to various intervening factors that affected the progress of some pilot teams.

The findings of this evaluation were many. The following brief summary highlights the major findings.

1. *The Manual*

The Manual was used at all pilot sites. The extent of use varied by site, according to the nature of the project. Previous experience of team members had little bearing on the extent of use. Part 2, "Planning and Doing an Evaluation," was used at all sites. Almost all individuals reported using Parts 1 and 5, most used Parts 4 and 6, a considerable number used Part 3, and about half used Part 7, "Appendices." Most individuals rated the Manual as *good* or 4 out of 5 in terms of effectiveness (mean rating = 4.22) and indicated that it was reasonably easy to use. The following major strengths were indicated: useful resource for individuals having varying degrees of expertise and particularly helpful for beginners; provides a clear step-by-step procedure to follow when conducting an evaluation; provides a wealth of material; and a timely document that fills an expressed need. The following weaknesses were indicated: volume of material included can be confusing, thus indicating the importance of inservice for initiating use; no index; Part 3 is out of date; and some users needed additional help in selecting instruments and evaluation models.

2. *The Inservice*

A large number of respondents indicated that the inservice provided a dynamic and effective introduction to both the Manual and the program evaluation process at pilot sites. The average rating given for inservice effectiveness on a 5 point scale (1 = *poor* through 5 = *excellent*) was 4.64. The following major strengths were indicated: useful resource for individuals having varying degrees of expertise; small-group planning sessions made it possible to apply presented material directly to the planning of projects under the supervision of a resource person; clear step-by-step presentation; and the two-day format gave individuals an opportunity to get down to basics and begin work on plans. The following weaknesses were indicated: many individuals felt the time frame was too short for beginners to grasp the volume of material presented (although this concern was not voiced by a number of beginners), and more could have been accomplished in small-group planning sessions if group selection had been made on some basis other than randomly.

3. *Implementation and Facilitation*

Many individuals expressed appreciation for various implementation and facilitation activities, indicating that the types of support given were helpful in terms of keeping teams on track and in terms of providing additional resources for the conduct of pilot projects. The following major strengths were indicated: use of inservice to begin the implementation process; follow-up activities provided incentives for pilot teams to stay on task; dispensation of funding with uses to be determined by individual pilot teams; and the emphasis on, and opportunities for, sharing among pilot teams. The following weaknesses were indicated: apparent lack of criteria for pilot site involvement; the installation of facilitation and evaluation activities two to three months after the inservice; and occasional difficulties in terms of three-way communications among pilot sites, SIDRU, and Saskatchewan Education.

Most sites reported needing help from a resource person; most sites reported having access to a resource person, although not every pilot team met with a resource person. Some resource persons helped with specific evaluation tasks (i.e., assisted with writing the proposal, provided relevant research, provided statistical help, etc.); however, most sites reported that the resource person served in a consultative fashion, helping to generate ideas and providing a general reaction to plans. Pilot sites did not appear to need as much assistance from resource persons as had been anticipated.

Facilitation funding was used in a variety of ways. Major categories of use included hiring substitute teachers to free team members to work on the projects; consultative and computing services; paper, printing, and postage; secretarial; and travel.

The implementation model was generally considered to be successful, although only three sites progressed as far as intended by early June. Many sites encountered obstacles - the greatest of which was lack of time - that slowed progress. An earlier introduction of facilitation activities might have helped more teams to complete on time. Sites that completed their projects tended to be highly organized, scheduling regular meetings and involving the entire teaching staff in the case of school-based projects. At these sites a considerable degree of commitment and teamwork was evident. Many individuals considered effective teamwork to be one of the highlights of the pilot site experience; a number of beginners expressed satisfaction at being able to follow through with evaluation plans and obtain results that would have a positive impact on the program. Several individuals reported that pilot site involvement had been a valuable learning experience.

A total of eleven recommendations were made concerning the Manual, inservice, and implementation model. Highlights of these recommendations are as follows.

(1) That the Manual be adopted with the following revisions:

   (a) the updating of Part 3 and a possible change of format,

   (b) the addition of an index, and

   (c) additions to Parts 5 and 6 that would help show users effective ways of selecting and obtaining evaluation instruments and that would provide assistance with selecting and adapting evaluation models for use.

(2) That some type of mechanism be developed for constant updating of the Manual.

(3) That the inservice be retained and recommended, but that it should not be considered compulsory for all school personnel wishing to use the Manual.

(4) That some consideration be given to offering the inservice at two levels - for beginners and for those having prior background.

(5) That the implementation model be adopted, including the involvement of SIDRU for facilitation and evaluation activities, with the following changes:

(a) that clear expectations for pilot site involvement be developed and communicated,

(b) that individual team members and participating groups be selected on the basis of a strong commitment to their project and the willingness to cooperate in a group process of this nature, and

(c) that facilitation and evaluation begin at the time of inservice.

The proposed inclusion of a support person from Saskatchewan Education for the second pilot year should serve well to facilitate communications among all groups.

(6) That facilitation funding be provided during the second pilot year, but that some thought be given to the amount going to sites and the extent to which project expenses should be funded.

(7) That a stronger emphasis be given to the team approach to evaluation, that sites should have teams of at least three individuals, and that a support mechanism be developed for assisting with team dysfunction or disintegration should either occur.

(8) That meetings be held in regions where projects are clustered, perhaps on a rotating basis, to cut down on long-distance travel for the same individuals.

(9) That thought be given to establishing a support network among teams whereby they could communicate directly with one another without having to use SIDRU or Saskatchewan Education as a mediating body.

(10) That further study be given to interrelationships among the Manual, inservice, and previous background of users; a controlled study would provide more conclusive information as to whether the Manual is, or is not, a document needing introduction by inservice.

(11) That further study be done during the second pilot year in order to validate findings presented here.

In conclusion, this writer greatly appreciated the extent of cooperation shown by individuals at pilot sites. Their dedication to their projects and their thoughtful and insightful consideration of questions asked of them assisted tremendously with the gathering of information for this evaluation.

II INTRODUCTION TO THE REPORT

A. Purpose of the Evaluation

The purpose of this evaluation was twofold:

(1) To determine the effectiveness of the *School-Based Program Evaluation Manual* (Burgess, 1987) and also the "School-Based Program Evaluation Workshop" as evidenced by (a) reports from pilot sites at which program evaluation projects were carried out making use of the Manual and inservice package and (b) information obtained by following the progress of these pilot projects.

(2) To provide a written assessment of the implementation of the school-based program evaluation package at pilot sites by following the progress of pilot projects.

B. Audiences for the Evaluation Report

The findings of this evaluation will be of significance to Saskatchewan Education, the agency ordering the development of the *School-Based Program Evaluation Manual* and inservice package and also arranging for the implementation of this package at pilot sites. Findings may then be used to make decisions concerning possible revisions to, and adoption and dissemination of, this package for use in Saskatchewan schools.

Other major stakeholders include Dr. J.O. Burgess, developer of the Manual and inservice package, and the Saskatchewan Instructional Development and Research Unit (SIDRU), publisher of the Manual and the agency that provided the facilitation, monitoring, and evaluation activities centered around the pilot sites, at the request of Saskatchewan Education.

Additional stakeholders in this evaluation include all individuals conducting pilot projects; the regional curriculum coordinators; and, to a lesser degree, those individuals who served on the reference and development committee for the development of the *School-Based Program Evaluation Manual.*

C. Limitations of the Evaluation

The emphasis of this study was on processes (rather than content) of pilot site evaluation projects and on uses of and reactions to the Manual and inservice package. Content of projects therefore was de-emphasized.

The study was limited by a number of factors. First, as this writer was not on site to observe the conduct of pilot evaluation projects, it was necessary to make use of reported, rather than observed, data. Second, this writer was not present at any sessions of the "School-Based Program Evaluation Workshop" and therefore was required to use in-

formation reported by pilot team members, the developer of the workshop, and individuals who attended but did not conduct pilot projects. Thus, the findings of this evaluation are subject to those limitations applying to the use of reported, as opposed to observed, data.

In addition, no attempt was made to judge individuals or groups at pilot sites in terms of their own ability to conduct a program evaluation. Rather, attempts were made to trace any findings seeming to indicate an assessment of this nature back to influences such as the Manual, the inservice, implementation and facilitation activities, and other intervening factors such as administrative directives. Thus no attempt was made to hold pilot sites accountable for difficulties encountered with the evaluation process.

Similarly, data generally were discussed within the context of the entire group, rather than tracing specific information to specific individuals or sites.

D. Overview of Report Contents

The remainder of this report will cover the following material as it pertains to the *School-Based Program Evaluation Manual*, the workshop, and their implementation through the pilot site program.

First, the focus of the evaluation will be discussed, including descriptions of the Manual, the inservice, implementation and facilitation processes, and the pilot sites. Evaluation questions and information needs will be stated. Second, the evaluation plan and procedures will be outlined giving the design of this study; the information collection plan; and overviews of instruments, data analysis, and interpretation. Third, results will be summarized and interpreted followed by conclusions, recommendations, and appendices.

III FOCUS OF THE EVALUATION STUDY

A. Description of the Evaluation Object

A.1 Background Material

In March 1986 funding was approved for a special project originating from the Planning and Evaluation Division of Saskatchewan Education. The Department approached SIDRU with a request for the development of a program evaluation package for use at the local level in Saskatchewan schools. The package was to consist of a manual, including instruments, and an inservice model.

Dr. J.O. Burgess of the Faculty of Education, University of Regina, agreed to develop such a package for SIDRU and Saskatchewan Education. The project title for the initiative was "Design for School-Based Program Evaluation." The *School-Based Program Evaluation Manual* (Burgess, 1987), was developed in 1986-87 in consultation with Sas-

katchewan Education evaluation personnel and a number of program evaluation practitioners from the University of Saskatchewan, the University of Regina, and various school divisions in the province.

Following publication of the Manual, two inservice workshops were given in Regina and Saskatoon during October 1987. The purpose of these inservices was to train school personnel in program evaluation and use of the Manual. The workshop format included small-group planning sessions for the development of program evaluation projects. These projects arising from the workshops were designated as pilot sites.

At the time of the inservice, Saskatchewan Education agreed to provide additional incentive to facilitate and monitor the conduct of the pilot projects. In November 1987 the Department approached SIDRU with a request for assistance in two areas:

(1) To coordinate and monitor the efforts at pilot sites and to facilitate the conduct of pilot projects so they could be completed within the 1987-88 school year.

(2) To provide an evaluation of the process of implementing the *School-Based Program Evaluation Manual* and inservice package at pilot sites and to assess the effectiveness of the Manual and inservice package.

The title for this project was "School-Based Program Evaluation Project, Phase II." This writer was hired in December 1987 to coordinate and facilitate work at pilot sites and to conduct the evaluation. Dr. J.O. Burgess agreed to serve as resource person.

A.2 Description of the Manual

The *School-Based Program Evaluation Manual* (Burgess, 1987) is a 322-page document designed to take school personnel through the steps of conducting a program evaluation at the local school level.

Produced in ring binder format, the Manual consists of seven parts, each concerned with a different aspect of program evaluation. Part 1 gives the background for the development of the Manual and presents some definitions and questions common to program evaluation. Part 2 is designed to take the practitioner through the actual steps of conducting an evaluation. Part 3 presents most curriculum areas and programs commonly found in Saskatchewan, listing typical questions which might be asked in an evaluation of each particular area. Part 4 covers a variety of evaluation approaches that might be used to conduct specific types of evaluations. Part 5 deals with data collection. Part 6 outlines a variety of program evaluation models currently in use in Canada, the United States, and Great Britain. Part 7 provides a glossary of terms, bibliographical and other resources, and masters for photocopying.

Parts 3 through 6 have their own Tables of Contents. Each part is printed on paper of a different color, making quick identification possible.

A.3 Description of the Inservice

A two-day program evaluation inservice titled "School-Based Program Evaluation Workshop," developed and led by Dr. J.O. Burgess, was offered in Saskatoon on October 13-14, 1987, and in Regina on October 28-29, 1987. The Saskatoon session was attended by eleven participants from five school divisions. The Regina session was attended by twelve participants from four school divisions and five of the regional curriculum coordinators from Saskatchewan Education. Also attending each session were three members of the SIDRU reference committee for the development of the Manual and members of an advisory committee composed of program evaluation personnel from the two universities and the various school divisions. A total of four individuals from Saskatchewan Education attended the two workshops; one of the research assistants involved with the development of the Manual attended the Regina session.

Invitations to the inservice were issued to the directors of all school divisions in the province, and other participants were invited or assigned to attend by school division administrators.

The workshop format included an introduction to program evaluation and to the Manual by means of presentations by a number of individuals. In addition to lecture sessions, interactive learning sessions were provided as well as small-group sessions in which teams of participants met with members of the reference and advisory committees for advice in planning the pilot projects. All participants received the necessary materials prior to the workshop. The agenda is found in Appendix C.1.

A.4 Description of Implementation and Facilitation Activities

1. *Implementation*

   For the purposes of this report, implementation was defined as efforts made by Saskatchewan Education to help ensure the effective conduct of evaluation projects at school pilot sites. Although the inservice was originally considered part of the school-based program evaluation package and was evaluated as such, at certain points in this study it was considered part of the implementation process as well.

   One phase of the implementation process, the monitoring and facilitation activities conducted by SIDRU, is discussed separately.

   Following the inservice sessions, Saskatchewan Education hosted two meetings for the pilot site teams. Held in Regina in February and June 1988, the meetings provided an opportunity for team members to share information pertaining to the pilot projects. Discussions focused on successes and obstacles encountered and on common concerns. Additional time was spent discussing the strengths and weaknesses of the Manual and inservice. Personnel from SIDRU presented information pertaining to the facilitation and evaluation processes and a summary of evaluation results at the June meeting. Additional time at the June meeting was spent in conceptualizing formats which might be used for promoting a greater

awareness of the Manual and inservice package. Both meetings were attended by representatives from a majority of the pilot sites, personnel from Saskatchewan Education and SIDRU, and individuals from the University of Regina and the reference committee for the development of the Manual.

One additional implementation activity was conducted in March 1988. During that month, Susan Winter of Saskatchewan Education visited each pilot site not represented at the February meeting in order to observe progress, answer questions, and further communicate information concerning SIDRU's dual role in facilitating and evaluating the pilot site program.

2. *Facilitation*

For the purposes of this report, facilitation was defined as attempts made by or through SIDRU to assist pilot sites with the conduct and completion of their evaluations within the designated time frame.

Several facilitation approaches were discussed by Susan Winter of Saskatchewan Education and Dr. Paul Hart, director of SIDRU. First, it was decided to make possible the pairing of pilot teams with practitioners in the field of program evaluation in order that pilot sites would have access to a resource person if needed. Second, it was decided that funding would be provided to help offset evaluation costs to pilot sites. Finally, it was determined that monitoring and facilitation activities could be performed by a series of telephone calls to all pilot sites.

A sum of $700.00 was advanced in February 1988 to each pilot site subsequent to agreement to the following conditions:

(1) that the funds be used specifically for the pilot project,

(2) that the pilot site provide SIDRU with evaluative information concerning the usefulness of the Manual and inservice package and the effectiveness of the pilot site experience,

(3) that SIDRU be mailed an itemized accounting for the uses of funds, and

(4) that any unused monies be returned to SIDRU.

These conditions were first set out during a telephone interview and then were stated in a letter preceding or accompanying the cheques. May 6, 1988, was set as the deadline for receipt of itemized accounts and any unused funds; it was specified that if funds would be required following the deadline, an accounting of projected expenditures would be satisfactory. It was assumed by individuals at SIDRU and Saskatchewan Education that major portions of this funding might be used to make it possible for a resource person to conduct two or three workshop sessions at pilot sites, although no uses were specified.

An important aspect of the facilitation and monitoring processes involved a series of three or more telephone calls to each pilot site beginning in December 1987 or January 1988. The purpose of the calls was to elicit information about pilot projects and to offer assistance, including an offer to find a resource person if needed. All telephone calls were made by this writer, who ensured that all pilot sites were given the writer's name, position at SIDRU, telephone numbers at home and at the SIDRU office, and addresses when requested. The telephone calls were conducted in a manner involving a blend of the facilitator/evaluator roles. The sample format for a preliminary contact call is found in Appendix B.1.

Participants at the February meeting expressed the desire for a newsletter as a means of networking among school-based program evaluation projects. Following that meeting, this writer circulated a summary of meeting presentations and discussion to all sites, offering to organize an informal newsletter for the duration of this project. No response was received.

A.5 Descriptions of Pilot Sites

Pilot projects were conducted at nine sites in various parts of Saskatchewan and Alberta. They were all quite different in nature. Some evaluations were carried out at the school level and others at the school division level. The pilot projects are described in the following sections.

1. *Regina School Division #4*

   A four-person team evaluated the peer counselling program in four Regina collegiate schools having a total student population of approximately 2700.

   The peer counselling program has been in operation for six years and at the present time is offered in six schools. An average of 15 students from each school attend the training sessions every fall.

   The Regina Board of Education initiated this evaluation with concern for program effectiveness and uniformity of program from one school to the next. Russ Marchuk, vice principal of Scott Collegiate, served as project leader. Working with him were Jan Petracek, assistant superintendent of Curriculum and Instruction; Heather Wright, a teacher at Henry Braun School; and Bill Hynd, vice principal of Balfour Collegiate. Dr. J.O. Burgess served as resource person for this pilot team. According to the latest report, the evaluation report for this study will be completed in September 1988.

   This evaluation was conducted at the school division level. In subsequent references to this pilot site, it will be identified as "Regina Public."

2. *Regina Roman Catholic Separate School Division #81*

   Harold Ferner, assistant superintendent of Instruction, evaluated the lay chaplaincy program that has been operating in all six secondary schools since 1981. This program, designed to promote a Christian atmosphere in the schools and to help

care for the spiritual needs of students and staff, affects some 3000 students and 185 school staff. The focus of the evaluation was upon program effectiveness and uniformity of program from one school to the next. This writer served as resource person.

This evaluation was also conducted at the school division level. In subsequent references, it will be identified as "Regina Catholic."

3. *Buffalo Plains School Division #21*

John Llewellyn, principal of Lumsden High School, and Ernie Toth, assistant director, evaluated a general education program with a compulsory work component.

The program has been operating in Lumsden High School for two years and affects some 40 students, 4+ teaching staff, and 20 employers from the community in any given year. The program has been funded by Employment and Immigration Canada for a four-year term, with the stipulation that an evaluation be conducted yearly.

The previous year's evaluation plan did not take into consideration the possibility that employers might resist answering questionnaires. The current objective of this pilot site was, therefore, to refine evaluation techniques using a wider variety of instrumentation in order to solicit the needed data from employers as well as students and staff. Pam Smith of Sample Survey served as resource person for this site.

This evaluation was conducted at the school level. In subsequent references, this pilot site will be identified as "Lumsden."

4. *Broadview School Division #18*

Dianne McLeod and Loretta Metzger, two teachers at Kennedy High School, worked first with Roger Vogelsang and later with Dexter Samida, director, to develop a new report card for use at Kennedy High School and generally to improve the reporting system.

The school program serves some 80 students in grades 7-12, with a teaching staff of seven. The school is currently in its second year of involvement as a Saskatchewan School Improvement Program pilot site, for which the objective has been evaluation of the reporting system with concern for consistency of marks on a teacher-to-teacher basis and better communication of the meaning of marks among teachers, students, and parents.

The evaluation team involved the entire teaching staff to a considerable degree. This team worked without the assistance of a resource person and, due to administrative changes, had less direct contact with SIDRU facilitation activities than most other pilot sites.

This evaluation was conducted at the school level. In subsequent references, it will be identified as "Kennedy."

5. *Saskatchewan Valley School Division #49*

The Division II science program in Martensville Valley Manor Elementary School was evaluated by a three-person team consisting of Bev Turgeon, science teacher; Stan Michalcyia, principal; and Mike McLeod, assistant director.

The program, currently in its fourth year of operation, emphasizes bringing the lab approach to science and reaches approximately 250 students, involving 12 teaching staff.

The evaluation had a dual focus - assessing the program and available resources in conjunction with the science curriculum and also assessing the lab approach. The entire teaching staff became involved with the evaluation process. Frank Bellamy was resource person for the group.

This evaluation was conducted at the school level. In subsequent references, this site will be identified as "Martensville."

6. *Kindersley School Division #34*

Bob Anderson, principal of Eaton School, worked with Betty King of that school and Paul Cayer, assistant director, to conduct a Birnie-model goal study at Eaton School. The objective was the formation of a program by the evaluation of the entire tone and direction of the school. It was a collaborative effort to define goals. The process involved surveying all groups important to the life of the school; an attempt was then made to set goals, based on survey results, working through a process of consensus. The entire teaching staff of 15 became intensely involved. The student population, totalling 235, was surveyed. Additional groups surveyed included 130 pairs of parents, the school board, and about 30 members of the business community. The rationale behind this extensive effort was that all persons in the community are affected by the goals of the school. The team considered Howard Birnie to be their resource person but did not find it necessary to consult with him.

This evaluation was conducted at the school level. In future references, this site will be identified as "Eaton."

7. *North Battleford School Division #103*

Merv Grosse, director, and Bob Kroeker, assistant director, conducted a review of the Core French program in four elementary schools as part of a long-term study of students' attitudes toward French. The Core French program has been operating for one year, involving 80 students each in Divisions I and II, and is taught by four teachers in each division. A total of six teachers and five administrators were involved with the evaluation process.

This evaluation was conducted at the school division level.

8. *Saskatoon Public School Division #13*

A team of teacher evaluators under the leadership of Terri Lohela and the coordination of Al Schell, coordinator of Curriculum Development and Evaluation, is presently involved in a three-year study of the program at City Park Collegiate, an alternative high school. Program emphasis is on meeting the educational needs of school-age students of low scholastic achievement.

Adult and student perception studies were designed and conducted, and a comparative study is presently being conceptualized to assess scholastic, social, and behavioral development in City Park Collegiate students in comparison with that of similar types of students in neighborhood collegiates.

The objectives for this academic year were to complete analysis of the adult and student perception studies already administered, to finalize the model for the comparative study, and to select, develop, and/or purchase instruments. Allan Ryan served as resource person.

This evaluation was conducted at the school division level.

9. *Lloydminster School Division*

Because of changes in the directorship, work at this pilot site did not begin until April 1988 and will continue into the next academic year.

A four-person team led by Dr. Donald Duncan, director, and also consisting of Stan Balanik, superintendent of Education, Mr. Smith, superintendent, and Jill Harron, special education programme coordinator, performed the initial steps for an evaluation of all aspects of the special education program in Lloydminster schools.

The special education program has been operating since 1974 and at the present time affects 10 schools with 200+ students in Divisions I and II and 30+ students each in Divisions III and IV. Ten teachers are involved with the program in Division I and II and five with Division III and IV. All 15 teachers, 15 administrators, and 7 aides will be involved with the evaluation process. Of special concern are the adequacy of the scope of the program and major strengths and weaknesses as perceived by those who are most closely associated with the program.

This evaluation was conducted at the school division level.

10. Other Projects

A tenth group, the regional curriculum coordinators, were evaluating their leadership training program and will complete their study in the fall of 1988. This particular project was not a pilot site; however, the group agreed to share process experiences and findings for the purposes of this report.

Saskatoon School Division #13 provided control data from two other evaluation teams making use of the Manual for their program evaluation projects. None of these team members were present at the inservice sessions pertinent to this report.

B. Evaluation Questions

There were three categories of questions for this evaluation: (a) those pertaining to the Manual, (b) those pertaining to the inservice, and (c) those pertaining to the implementation of the Manual and facilitation of the pilot projects.

B.1 The Manual

Questions pertaining to the Manual were as follows:

(1) Was the Manual used? (To what extent/which parts?)

(2) How effective was the Manual? (Strengths, weaknesses? Ease of use?)

(3) What revisions, if any, should be made to the Manual?

(4) Should the Manual be adopted and disseminated on a more permanent basis?

B.2 The Inservice

Questions pertaining to the inservice were as follows:

(1) How effective was the inservice? (Strengths, weaknesses? Relevance to use of the Manual? Relevance to pilot projects?)

(2) What revisions, if any, should be made to the inservice format?

B.3 Implementation and Facilitation

Questions pertaining to the implementation and facilitation processes were as follows:

(1) What successes and difficulties were encountered with the implementation process?

(2) What successes and difficulties were encountered with the facilitation process?

(3) What types of obstacles were encountered by pilot sites?

(4) What types of assistance were needed by pilot sites? Were these needs fulfilled? By whom?

(5) What uses were made of the $700.00 facilitation funding sent to pilot sites?

(6) What did pilot teams consider their greatest successes?

(7) What improvements might be suggested for the implementation process? For the facilitation process?

(8) Should Saskatchewan Education use this type of model on some other occasion for the implementation of the Manual or some other product or program?

C. Information Needed to Complete the Evaluation

The following types of information were needed in order to complete this evaluation.

(1) The Manual: the degree to which it was used and user reactions and ratings.

(2) The Inservice: the degree to which it prepared users to perform an evaluation and user reactions and ratings.

(3) Pilot Site Experiences: objectives, methods, successes and difficulties, attitudes, and impact(s) of pilot evaluations.

(4) Implementation and Facilitation Processes: participant reactions and ratings, types of assistance needed and used, uses of funding, and successes and difficulties.

IV EVALUATION PLAN AND PROCEDURES

A. Design of the Study

Stufflebeam's (1985) CIPP evaluation model for decision making provided a useful framework for the conduct of this evaluation, with certain modifications.

In the model, four types of educational decisions are highlighted, with evaluation strategies designed around each. They are as follows:

***CONTEXT** evaluation (planning decisions)*. The focus is on defining contexts, assessing needs, and addressing problems and sufficiency of objectives in relation to needs. Context evaluation results are used for "deciding upon the *setting* to be served, the *goals* associated with meeting needs ..., i.e., for planning needed changes; and for providing a basis for judging outcomes" (p. 129).

***INPUT** evaluation (structuring decisions)*. The focus is on system capabilities, program strategies, and procedural designs for the implementation of strategies. Input evaluation results are used for "selecting *sources of support*, solution *strategies*, and procedural *designs*, i.e., for *structuring* change activities; and to provide a basis for judging implementation" (p. 129).

***PROCESS** evaluation (implementing decisions)*. The focus is on identifying defects in procedural design or implementation and recording and judging procedures and activities. Process evaluation results are used for "*implementing and refining ... program design and procedure*, i.e., for effecting *process control*; and to provide a log of the actual process for later use in interpreting outcomes" (p. 129).

***PRODUCT** evaluation (recycling decisions)*. The focus is on describing and judging outcomes; relating them to context, input, and process information; and interpreting their worth. Product evaluation results are used for "deciding to *continue, terminate, modify, or refocus* a[n] ... activity, and present a ... record of effects (intended and unintended, positive and negative)" (p. 129).

Figure 1 shows Stufflebeam's evaluation model for addressing different types of decisions requiring an evaluation. The evaluation may involve any number of the elements and may start at any point in the cycle; it then proceeds in the CIPP order.

For this evaluation, primarily Process and Product issues were addressed. While Context and Input evaluations were not performed, inputs to pilot sites were of great interest. Relevant input factors were defined as outside influences not originating at pilot sites and consisting of the following: the Manual, the inservice, and implementation and facilitation activities, including meetings with resource persons. There was an occasional overlap of Input and Process functions due to the nature of certain evaluation questions.

Explorations of Process and Product were carried out on two levels.

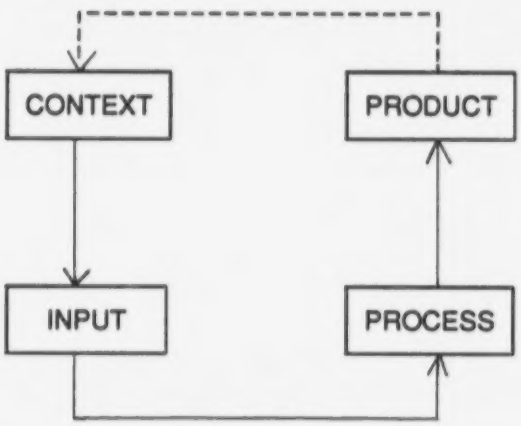

Figure 1. Stufflebeam's CIPP evaluation model

A.1 Pilot Site Level

At the pilot site level, contexts, inputs, processes, and products were considered within the framework of the pilot site experience. Context was viewed as the nature of the site and program, length of program operation, student enrollment, teaching staff involved, and other pertinent information. Inputs were more or less uniform for all pilot sites with the following exceptions: (a) all projects and teams were different, with differing needs, thus resulting in different uses of facilitation funding and varying types of interactions with resource persons (if any) and (b) not all pilot sites were represented at the meetings hosted by Saskatchewan Education in February and June. The sites not represented at the February meeting received an additional facilitation call and also an on-site follow-up visit from Susan Winter of Saskatchewan Education.

The Process evaluation at the pilot site level examined the conduct of the pilot projects. Factors involved were the nature of the evaluation performed, number and types of school staff working on evaluation teams, team morale and degree of teamwork, involvement of other teaching staff (if applicable), successes and difficulties encountered with the evaluation process, and types of assistance needed and used.

The Product evaluation was concerned with the pilot evaluations themselves: were teams able to complete them, with satisfactory results, and on time? This writer had intended to assess both current and anticipated impact of the pilot evaluations, but confusion over an instrument item made any conclusions tentative at best.

A.2 Overall Level

At the overall level, the entire group of pilot sites was viewed as context. Inputs consisted of all implementation and facilitation activities. Process evaluation examined the interactions of implementation and facilitation activities with the actual evaluation processes at pilot sites and also from the viewpoint of administering the facilitation activities. Product evaluation generated data on the usefulness of the Manual and inservice to pilot sites as well as the effectiveness of the pilot site implementation model as a whole.

B. Information Collection Plan and Overview of Evaluation Instruments

The intent was to gather a variety of types of data on an ongoing basis from December 1987 through June 1988. (See Appendix C.2 for the time line.) Several data collection methods were used in the following ways.

B.1 Telephone Interviews

Telephone interviews provided a mechanism for initial contacts with pilot sites and were useful for gathering follow-up data on the progress of pilot projects on three or more occasions. See Appendix B.1 for a detailed description of the format for the preliminary

contact call. All subsequent calls used a somewhat similar format and generally had a specific agenda item to discuss (i.e., funding, meeting dates, questionnaires, etc.). There was an overlap of facilitator/evaluator roles during all telephone interviews.

B.2 Meeting, February 22, 1988

Additional data were gathered at the February meeting hosted by Saskatchewan Education. At this meeting, representatives from six pilot sites presented their projects, and Manual and inservice strengths and weaknesses were discussed at length. This writer and Ken Hepp of Saskatchewan Education took notes, and this writer then summarized the notes of all proceedings. Following the meeting, each presenting project team was sent a brief written description of their project for confirmation. Following this, all the descriptions were sent by mail to all sites. A summary of Manual and inservice strengths and weaknesses (see Appendices A.4 and A.5) was mailed to all sites prior to release of the project descriptions.

B.3 Context Data Sheet

A one-page context data sheet was administered at the February meeting in order to obtain more detailed information about the pilot sites (see Appendix B.2). At that time, respondents were asked to record additional information on the back. Copies of the context data sheet were mailed with instructions (see "Instructions for Data Sheet," Appendix B.2a) and a self-addressed stamped envelope to all sites not represented at the meeting. This mailing coincided with the mailing of the summary of Manual strengths and weaknesses. The cover letter asked for the submission of any other opinions concerning the Manual and inservice.

B.4 Itemized Budgets for Use of Facilitation Funding

Written itemized accounts for the use of the facilitation funding were requested on or before May 6. None were received by that date, so a reminder memo was mailed that same day to all sites. Six statements arrived in the mail prior to the meeting of June 9. Telephone calls were made to the three remaining sites; one additional statement was delivered in person at the meeting, and one other arrived later by mail.*

B.5 Documents

Copies of documents such as outlines and instruments were requested from pilot sites (if available and appropriate) on several occasions - during the course of two or more telephone interviews, at the February meeting, and in cover letters for other mailings. Documents of this type were received from three sites in all. Two sites provided written outlines of multiple uses being made of the Manual in their school divisions.

* One site, Regina Public, submitted an itemized budget statement following completion of this report.

B.6 On-Site Interview

Harold Ferner of Regina Catholic Schools invited this writer to meet with him on site on one occasion in resource person capacity in order to review the proposal for the lay chaplaincy evaluation and to discuss data-gathering methods. This writer found plans carefully laid to do a thorough evaluation.

B.7 Pilot Site Descriptions

In early May, brief descriptions of pilot projects were mailed to all pilot sites for approval prior to inclusion in this report. Any changes were requested by June 1.

B.8 Questionnaire

An eight-page questionnaire with cover letter and introductory page was designed to gather data on all aspects of the pilot site experience. Questions were asked in the following areas: (a) general, (b) impact of the evaluation, (c) the Manual, (d) the inservice, (e) facilitation/general. Questions varied in format, ranging from ratings and rankings to checklists and open-ended questions. Pre-pilot review was done a total of seven times by five individuals with postgraduate degrees in education and other fields and once by a graduate student in education. The instrument was pilot tested with five graduate students in education. See Appendix B.3 for a copy of the questionnaire.

It is here noted that the original evaluation proposal called for two one-page questionnaires to be administered - one to all pilot site personnel (an anonymous rating to ascertain types and extent of Manual use [and by whom], and attitudes toward projects) and one to all project spokespersons (open-ended questions, to ascertain relative ease/difficulty of conducting the evaluation and of Manual use).

It quickly became apparent, however, that the above format would be inadequate for a number of reasons. Project spokespersons were not always those individuals most attuned to work at the pilot sites. It would be impossible to gather sufficient data on one-page questionnaires. Individuals at pilot sites generally were very "up-front" with evaluative information, so there seemed to be little need for strict anonymity of response. Anonymity severely curtailed certain types of data analysis and interpretation.

Fifty-three questionnaires were mailed to pilot sites with self-addressed stamped envelopes on May 13, with a return deadline of June 1. The average number of questionnaires sent to each site was three; however, two sites requested additional questionnaires for possible use by other individuals in their schools who would be able to contribute relevant information. These extras were not calculated in the statistical analysis of returned questionnaires. One additional questionnaire was mailed on May 19, and another was delivered in person on June 17.

B.9 Meeting, June 9, 1988

At this meeting, representatives from seven pilot sites and also the regional curriculum coordinators gave brief presentations on the status of their projects. In addition, there was discussion in response to findings presented by this writer. Presentations and discussion gave this writer the opportunity to verify data gathered from questionnaires, the most recent telephone interviews, and previous discussions.

B.10 Data Sources

The primary data sources included project spokespersons and certain other team members at pilot sites, and SIDRU (as this writer performed and reported on the administration of facilitation activities). Additional data were gathered to a lesser degree from the regional curriculum coordinators, Dr. J.O. Burgess, and others who attended the October inservice in various capacities but did not become involved with pilot projects.

C. Overview of Data Analysis and Interpretation

Because data were of many types and sometimes varied from site to site, qualitative data analysis methods were used for this evaluation. Information was gathered around all evaluation questions, and other emergent themes were explored and interpreted in light of the pilot site experience. To confirm validity, findings were triangulated with corresponding data from other sources and instruments whenever possible.

V PRESENTATION OF RESULTS

The scope of this evaluation resulted in many findings of various types. Findings and interpretations have been grouped in the following categories: (a) the Manual; (b) the inservice; and (c) implementation and facilitation processes, including progress of pilot sites. Additional subgroupings have been made according to evaluation questions.

A. The Manual

Evaluation questions pertaining to the Manual were as follows:

(1) Was the Manual used? (To what extent/which parts?)

(2) How effective was the Manual? (Strengths, weaknesses? Ease of use?)

(3) What revisions, if any, should be made to the Manual?

(4) Should the Manual be adopted and disseminated on a more permanent basis?

Data on the Manual were obtained by telephone interview, by questionnaire, in meetings, and in documents provided by a few pilot sites.

A.1 Summary of Findings

1. *Was the Manual used?*

   All data collection methods indicated that the Manual was used for every pilot project.

   Questionnaire items *Manual 1* and *Manual 2* were used to determine the extent of use of the Manual at pilot sites. The extent of use varied by pilot site according to the nature of the project. The previous experience of team members (or lack of it) did not have much bearing on the extent to which the Manual was used. However, two respondents with previous experience indicated that the nature of their projects precluded certain uses of the Manual but felt the Manual could be used to a far greater extent for most types of program evaluation projects. The pilot site in Martensville made extensive use of the Manual by removing entire sections and creating a new binder of materials relevant to their project. This practice was reported to streamline the evaluation process considerably. Questionnaire data were unavailable for two sites; however, telephone interview data from one site, which was not able to proceed past the planning stage, indicated that Part 2 was followed meticulously for the planning of that project. The telephone report for the other site was nebulous, indicating that the Manual had been used in conjunction with materials already available at that site. Two additional telephone interviews were conducted with regional curriculum coordinators to obtain data on Manual use.

   Questionnaire responses were tabulated for the use of each part of the Manual. Part 2, "Planning and Doing an Evaluation," was used by all 14 respondents answering this part of the questionnaire. Part 1, "Introduction," and Part 5, "Data Collection," were used by 13 respondents, while Part 4, "Evaluation Approaches," and Part 6, "Evaluation Models," were used by 12 respondents. Part 3, "Curriculum Areas and Programs," was used by 11 respondents while Part 7, "Appendices," was used by 8 respondents. Of the appendices, Appendix B, "Published Materials" and Appendix C, "Resources," were used by 6 out of the 7 respondents answering this part of the questionnaire; Appendix A, "Glossary of Terms," and Appendix E, "Masters for Photocopying," were used by 5 out of 7 respondents; and Appendix D, "Bibliography," was used by 4 out of 7 respondents. Half of the respondents used all seven parts of the Manual, 4 used six parts, 1 used five parts, 2 used four parts, and 1 (a control subject) used only three parts. Evaluation team members from individual sites were not always in agreement regarding which parts of the Manual were used for their specific projects.

   Individuals at two pilot sites provided SIDRU with written statements outlining multiple uses of the Manual in those school divisions, and two other sites reported orally that the Manual was being used for several projects.

2. *How effective was the Manual?*

All data collection methods were used for determining the effectiveness of the Manual. Questionnaire items *Manual 1, 2, 3, 4, 5, 6, 7,* and *9* were used to ascertain the usefulness of the Manual.

Questionnaire item *Manual 1* provided a rating for each part in terms of its usefulness. Ratings were generally high, although there was considerable variance of response by individuals. The mean rating for each part was calculated in terms of numbers of actual users. Part 2, "Planning and Doing an Evaluation," was given an extremely high rating, followed by Part 4, "Evaluation Approaches," and Part 1, "Introduction." Part 6, "Evaluation Models," was rated *very helpful*, followed closely by Part 5, "Data Collection." While the number of individuals rating Part 7, "Appendices," was far smaller than those rating other parts, the mean rating for this part was higher than that for Part 3, "Curriculum Areas and Programs," which was considered slightly better than *moderately helpful*. Appendix E, "Masters for Photocopying," received both highest and lowest ratings for usefulness. See Appendix A.1 for graphs of ratings for actual use of parts of the manual by numbers of raters. It was not feasible to compare ratings by numbers of raters versus ratings by sites because in over half of the cases only one questionnaire response was received per site, and no responses were received from two sites.

Questionnaire item *Manual 5* obtained ratings for the usefulness of each part to a first-time evaluator. Part 2 was rated most useful - *absolutely essential* - with Parts 1, 4, and 5 equally rated better than *very helpful*, followed by Parts 6, 3, and 7, in that order. See Appendix A.2 for ratings of importance of manual parts to new evaluators. Ratings for first-time users were compared to ratings for actual use and were found to be higher for first-time users. Reasons cited for this indicated that "the evaluator would be more familiar with the process(es)." However, one individual stated, "I think one always needs to review ... and [look for] ... other methods ... [to] try." Individual responses varied somewhat in this regard. In one or two instances, respondents rated certain parts of the Manual as being more helpful in terms of their own projects than for a new evaluator. There was a slight tendency for respondents with less experience in program evaluation to give higher ratings than given by respondents with previous experience.

Questionnaire item *Manual 6* provided data on the ease of use of individual parts of the Manual. Parts 2 and 4 were selected most often for ease of use, and Parts 5 and 6 were selected slightly less often. Only three individuals remarked on the ease of use of Part 3; two selected Part 1 and two selected Part 7. Three respondents did not select any particular parts but rather indicated, "I found no difficulty using the material." When asked why parts were easy to use, the most common response referred to the sequential arrangement of materials. The second most common response referred to samples and examples that were provided. One response referred to the materials as "practical."

Questionnaire items *Manual 2, 3,* and *4* assessed the usefulness of the Manual as a whole. Question 2 examined the usefulness of the Manual in terms of the pilot projects. Ratings were generally high, although in two instances the Manual was less helpful due to the nature of the project. A total of 8 out of the 14 respondents

answering this part of the questionnaire rated the Manual as *good*, 4 rated it as *excellent*, and 1 respondent indicated both categories. Results were similar for Question 3 for the usefulness of the Manual in general. A total of 10 respondents of 14 regarded the Manual as *good* and 4 considered it *excellent*.

Questionnaire item *Manual 4* assessed the usefulness of the Manual without a preliminary inservice. The most common rating by pilot team members was *poor* (5 of 14 respondents); 2 respondents regarded it as *fair* and 1 respondent marked both categories. Four respondents were *unsure*, and 2 respondents rated it *good*. Previous experience in program evaluation did not appear to be a factor that influenced response. However, two experienced control subjects, who were using the Manual but who had not attended the inservice, rated the Manual as *good* without inservice. Interview and discussion data varied tremendously in this area. Some said the inservice was not crucial, particularly when individuals had prior experience, and that "schools will pick it [the Manual] up and use it." Others stated emphatically that "the Manual is not a standalone document."

A variety of evaluative statements concerning the Manual were obtained during the preliminary telephone interviews. Twenty or so statements were made at that time; well over half were positive in nature. Some positive statements had qualifying or negative statements attached. Two critical (and realistic) statements stood apart from other statements. In most cases, negative statements were voiced after positive statements or were followed by "forgiving" statements (e.g., "Realistically, one can't expect it [the Manual] to provide a recipe for so many areas.") See Appendix A.3 for numbers and types of statements received by telephone interview.

Manual strengths and weaknesses were an important agenda item at the February meeting. (See Appendix A.4 for the entire summary.) Group discussion isolated the following strengths: good organization, concise definitions, useful step-by-step format, multiple options presented, and timeliness. These strengths were supported by questionnaire and interview data. Several individuals indicated that the inclusion of evaluation models was a strength. One respondent wished he had had access to the Manual when he first began planning his evaluation because the Manual served as a good organizer. Finally, one respondent stated, "After planning our evaluation using the Manual, we haven't found anything that's needed to be redone."

Weaknesses isolated in group discussions indicated a possible excess of material, given ordinary time constraints of school staff; the lack of an index; and the feeling that Manual use needs to be preceded by inservice. All of these issues were supported by questionnaire and interview data. Also raised was the fact that after the clear sequencing of the step-by-step approach in Part 2, other sections were a bit more difficult to follow. A regional curriculum coordinator noted that much of the material in Part 3, "Curriculum Areas and Programs," was badly outdated and indicated that a section of this nature would need to be written at the Department level and would need ongoing work to be kept current. Some individuals reported confusion in determining which models, instruments, or approaches to use for their projects. One individual reported some confusion in relating other sections to Part 2. One felt a need for more information on reporting results.

When asked whether they would choose to use the Manual again for some other evaluation project, 13 of 14 respondents indicated they would, and 1, a control, was *unsure*.

3. *What revisions, if any, should be made to the Manual?*

A number of individuals expressed the need for an index, as they found it necessary to re-read entire sections of the Manual in order to locate specific ideas. This was supported by two questionnaire responses.

Strong opinions were voiced by a few individuals in interviews and meetings about the need for reformatting Part 3 to ensure up-to-date material.

One respondent indicated it would be helpful if an example of an evaluation could be provided. One requested practical suggestions for keeping on track and maintaining enthusiasm during the course of an evaluation. Another indicated that it would be helpful for users to be reminded that they were free to adapt parts of the Manual for their own use.

Half of the questionnaire respondents indicated that no changes were needed.

4. *Should the Manual be adopted and disseminated on a more permanent basis?*

The overwhelming response from all sources was that the Manual was a "timely" document that "filled a real need." Over a six month period this writer received no indication from any source that the Manual should not be adopted. The question was, rather, if the Manual was ready for adoption and implementation or whether revisions would be necessary first.

Individuals from SIDRU and Saskatchewan Education and a fairly large number of individuals from various school divisions have noted a growing interest in and awareness of the Manual, both in Saskatchewan and outside this province, evidenced by orders for copies and requests for inservice. The Manual has been widely discussed at meetings. Many individuals have reported a rapidly growing demand for program evaluation in Saskatchewan schools.

Participants at the pilot site meetings in February and June expressed a sense of appreciation that it was possible for such a timely and useful document to be produced here in Saskatchewan.

A.2 Interpretation of Findings

Interpretations may be somewhat limited due to a questionnaire return rate of only 46% from official evaluation team members. This poor response was due in part to the non-receipt of questionnaires from two pilot sites. One site had only progressed through the planning phase, and the director had given instructions to postpone the rest of the study until fall 1988. The spokesperson for the other site indicated that a response had been mailed prior to the June 1 deadline, suggesting postal failure. In one instance two individuals collaborated in their response. In most cases, administrators who were mar-

ginally associated with pilot projects did not return questionnaires. With the exception of the two sites not represented, and allowing for the collaborated response, the present return rate included 67% of all team members and approximately 80% of those *actively* involved with the evaluation project. Questionnaire responses from two control subjects (not included above) were tabulated when deemed appropriate. Questionnaire data were obtained from a regional curriculum coordinator by telephone and were not included above but were also tabulated when appropriate.

1. *Use and effectiveness of the Manual*

It was indicated that the Manual was used to a considerable degree at all pilot sites. While use of the Manual was a mandatory condition for pilot site involvement and could not be enforced in other settings, it seems likely that, given the high percentage of parts actually used and the high ratings assigned to the parts and also to the Manual as a whole, the Manual would be useful in school settings.

It was shown that the extent and ease of use of the Manual were not affected by an individual's level of experience with program evaluation. A number of individuals, both beginners and non-beginners, reported no difficulties in using the Manual. This suggests that the Manual, if implemented, could be used effectively by individuals with varying levels of experience.

Most team members for this pilot study expressed a high degree of commitment to their projects. They were also aware that their projects were being monitored for Saskatchewan Education. It is difficult to ascertain the effects of either of these variables upon use of the Manual. However, again it could be assumed that, given the high ratings assigned, the Manual would be very useful to other school-based evaluation teams.

Pilot teams varied in nature - some were rural and at the school level and others were urban and at the school division level. These differences had no impact on use of the Manual or ratings of effectiveness, suggesting that the Manual could be used effectively in a variety of settings.

The pilot study included a variety of evaluation projects. The Manual was not universally useful for all. It cannot be said, therefore, that the Manual should be used for each and every program evaluation initiative. However, it was judged highly useful for *most* projects.

It was shown that the Manual was very useful for the *planning* of program evaluation projects. It is difficult to say whether this usefulness extends through the entire evaluation process as only two projects were completed or near completion by the time of this report. One individual at the data analysis stage reported, "I haven't looked at 'the book' for a long time now." A few others concurred, while others indicated that they "checked back from time to time." Further detailed study would be necessary to reach conclusions about the role played by the Manual throughout the entire evaluation process.

Manual strengths identified during the course of this study far exceeded, both in number and magnitude, the weaknesses that were isolated. Those weaknesses are of the sort that could be remedied. This indicates that adoption could reasonably take place after some minor revisions. Certain of these revisions could be the inclusion of "enabling" material, giving the user a greater sense of confidence and control.

While vigorous debate occurred over this issue, it was generally agreed that inservice provided an important introduction to the Manual, particularly for beginners. Although opinions were divided regarding the introduction of the Manual to those with previous experience, it could be said that, given the normal time constraints of school staff and the amount of material in the Manual, inservice streamlined familiarization with the Manual and constituted a mechanism for "keeping the process alive." This would imply that the Manual should remain part of a school-based program evaluation package, but that fact should not preclude all uses without inservice. Basically, most people prefer being shown how to do something rather than having to research the entire process themselves.

2. *Possible revisions*

Three types of revisions were suggested: (a) a reworking of Part 3, "Curriculum Areas and Programs," by individuals at the Department level in order to keep information current; (b) revisions to further streamline use, such as indexing and better cross-referencing between sections; and (c) "user-friendly" revisions to help the individual feel closer to, and more confident about, the evaluation process. Revisions of this type might consist of additional examples and suggestions, such as how to select instruments, how to adapt materials for one's own purposes, and how to maintain enthusiasm and team cohesiveness.

3. *Adoption*

As was stated earlier, there was no evidence whatsoever suggesting that the Manual should not be adopted. All viewed it as a worthy document and felt that it should be adopted at some appropriate point.

B. The Inservice

Evaluation questions pertaining to the inservice were as follows:

(1) How effective was the inservice? (Strengths, weaknesses? Relevance to use of the Manual? Relevance to pilot projects?)

(2) What revisions, if any, should be made to the inservice format?

Data for the inservice were gathered in a manner similar to that used for the Manual.

B.1 Summary of Findings

1. *How effective was the inservice?*

Telephone interviews and face-to-face contact elicited extremely positive feedback. Terms such as "very worthwhile," "intense," and "fantastic" were often used. One interviewee reported, "Orrison did a fantastic job in the fall. If you're rating on a scale from 1 to 10, he was a 12."

Questionnaire responses supported the above statements. Questionnaire items *Inservice 1*, *2*, *3*, and *4* obtained respondents' assessments of inservice usefulness in the following areas: (a) personally, (b) in terms of the pilot project, (c) as an introduction to the Manual, and (d) for a first-time evaluator.

Half (6 of 12) of the respondents considered the inservice *excellent* in terms of its usefulness to them personally, 5 respondents considered it *good*, and 1 respondent marked both categories. A total of 7 of 12 respondents rated the inservice as *excellent* in terms of its usefulness to their projects, 3 respondents rated it as *good*, 1 respondent marked both *good* and *excellent*, and 1 additional respondent marked *unsure*. Seven of 12 respondents rated the inservice as *excellent* as an introduction to the Manual, 3 respondents rated it as *good*, and 1 respondent marked both categories. Three-quarters (9 of 12) of the respondents rated the inservice as *excellent* for first-time evaluators, 2 respondents rated it as *good*, 1 respondent marked both categories, and 1 respondent marked both *unsure* and *good*. For one additional site only scant telephone data were available, consisting of a single overall rating of *good* for the inservice. Previous experience in program evaluation (or lack of it) seemed to have no bearing upon responses.

Inservice strengths and weaknesses were discussed at length at the February meeting. Strengths included (a) time for planning with resource persons available for assistance, (b) advance mailings of materials, (c) a good introduction to program evaluation, (d) clarity of definitions and processes, and (e) the use of multiple presenters. Weaknesses discussed at the meeting were somewhat contradictory to information gathered about the workshop by other means, although a common concern was the feeling that the inservice easily could have lasted longer, particularly in the case of beginners. See Appendix A.5 for a listing of strengths and weaknesses as discussed at the meeting.

Questionnaire item *Inservice 5* elicited data concerning the strengths of the inservice. Common responses included (a) clarity of presentation of the Manual with the opportunity to ask questions, (b) careful outlining of the evaluation process which bolstered individuals' confidence in their ability to perform an evaluation, (c) the time provided for planning "under a watchful and informed eye," (d) the "hands-on" aspect of being able to relate presented materials to projects in the planning stages, and (e) the wealth of available resources.

Confusions (or weaknesses) pertaining to the inservice were somewhat varied in response to questionnaire item *Inservice 6*. Five respondents, four of them beginners in the field, reported no confusions or weaknesses. Four respondents

felt the time frame was too short, and one respondent indicated that materials had not arrived far enough in advance to be able to read them thoroughly. Another comment concerned time allotments for planning and interactive learning; the feeling was that there was not sufficient time to get much actual planning done. One respondent reported being somewhat overwhelmed by the amount of information presented. Many of these comments were supported by telephone interviews. One other respondent, while rating the inservice as *excellent* as an introduction to the Manual, commented in three different places on the questionnaire that the introduction did *not* provide a clear overview of the Manual. This statement was contrary to statements made by many others.

One individual who attended the inservice (but did not participate in a pilot project) viewed the workshop as extremely successful. Yet this individual suspected the high degree of effectiveness was due to Dr. J.O. Burgess's dynamic personality and manner of presentation. She observed interest levels flagging when other individuals presented and remarked that some of the small group planning sessions focused too heavily upon the theoretical as opposed to the practical.

2. *What revisions, if any, should be made to the inservice format?*

This questionnaire item elicited some interesting responses which were supported by telephone and meeting data. One common suggestion was to extend the time frame, particularly for beginners. Some respondents suggested providing the inservice at two levels: a "refresher course" for those with experience, and a three-day intensive workshop at a more elementary level, with leaders helping to direct individuals' thinking toward *specifics* of evaluation and Manual use, as opposed to the theoretical. Suggestions were also made concerning methods of grouping individuals for planning sessions. One respondent felt individuals with previous experience should not be grouped with beginners unless willing to assist with the instruction. Another commented that it might be useful to base groups upon similarity of projects rather than random assignment. An additional comment was that "it could have been clearer concerning the needs of specific groups at the workshop." There was a request for more time spent on evaluation models and examples and also a request for coverage of "the relationship between the student and program evaluation." One respondent, who found the Worthen worksheet (Manual, p. 2.25) particularly helpful for his pilot project, would have appreciated greater use of it as an organizer for the inservice. Five respondents did not recommend changes.

B.2 Interpretation of Findings

As before, interpretations may be subject to limitations imposed by incomplete return of questionnaires.

1. *Effectiveness of the inservice*

Respondents overwhelmingly rated the inservice as *good* or *excellent* in each of the following categories: (a) usefulness personally, (b) usefulness to pilot projects, (c) effectiveness as an introduction to the Manual, and (d) usefulness to a first-time

evaluator. These ratings were supported by a great deal of enthusiastic comment. This would seem to indicate that the inservice was, in fact, informative, stimulating, and useful for the beginning stages of planning an evaluation. Given the one cautionary comment suggesting that the high level of success may have hinged upon Dr. J.O. Burgess's method of presentation, it might be worthwhile to carefully monitor inservice dynamics firsthand on some other occasion.

Workshop participants had differing levels of background in program evaluation. The level of previous experience had no effect upon ratings in any category, suggesting that the inservice is very worthwhile to individuals of varying backgrounds.

A few respondents, both beginners and those with prior experience, reported feeling overwhelmed by the sheer intensity and volume of material presented and wondered how it could be retained. Some reported spending a great deal of time reading the Manual during the evening following the first session and stated that doing so helped to clear up confusions. A number of individuals with previous experience expressed the concern that the inservice presented too much material for the beginner to absorb. Some beginners agreed; others did not report any problems in this regard. Such variances are not surprising given individual differences of participants. Several respondents expressed the wish that the inservice could have lasted longer.

Overall ratings of effectiveness were noticeably higher for the inservice when compared to those obtained for the Manual. All ratings used a 5 point scale ranging from 1 (*poor*) to 4 (*good*) and 5 (*excellent*). A quick comparison of ratings for each, collapsed across all categories but omitting the question of Manual effectiveness without the inservice, yielded the following means: Manual = 4.22; Inservice = 4.64. Results of this type are not surprising, given the fact that use of the Manual required a great deal of study and time by individuals while the inservice provided participants with information in lecture and discussion format with hands-on experience and resource persons available for consultation. The above factors, in addition to built-in time for planning, were cited as inservice strengths.

Respondents were less likely to identify weaknesses for the inservice than for the Manual, and only a few issues were raised as weaknesses. Some felt the small group planning sessions should have been based on previous experience in program evaluation or similarities of projects. Some indicated that materials should have been mailed earlier to allow for thorough perusal. Several indicated that the time frame was insufficient. There was little agreement in terms of other weaknesses. Because of this, supported by the fact that a number of individuals, many of them beginners, cited no weaknesses, one could conclude that the inservice format is strong and very effective with little need for revision.

2. *Possible revisions to the inservice*

Based on data and discussion, the following might be considered in response to perceived weaknesses, if resources permit: (a) putting more thought into grouping techniques, (b) extending the time frame of the workshop or possibly offering the

workshop at both beginning and more advanced levels, and (c) mailing materials at an earlier time. Given the overall ratings of effectiveness, revisions may be unnecessary.

C. Implementation

The inservice was shown to be an effective beginning for the implementation of the Manual at pilot sites. A number of support and follow-up activities took place after the inservice in order to help keep pilot sites on track. The facilitation activities administered by SIDRU will be discussed in the following section. The focus of this section will concentrate on support aspects other than inservice and facilitation, although certain overlaps will be unavoidable.

Evaluation questions dealing directly with the implementation process included:

(1) What successes and difficulties were encountered with the implementation process?

(2) What improvements might be suggested for the implementation model?

(3) Should Saskatchewan Education use this type of model on some other occasion for the implementation of the Manual or some other product or program?

Implementation data were obtained primarily by observation in meetings, by telephone, and occasionally by analysis and interpretation of questionnaire items dealing more directly with facilitation.

C.1 Summary of Findings

A great deal of feedback, usually positive, was volunteered during the course of conversations and meetings. When interviewed by telephone, a number of individuals equated implementation with the inservice, before thinking further to the two follow-up meetings and SIDRU's involvement for facilitation and evaluation.

1. *What successes and difficulties were encountered with the implementation process?*

   The general opinion was that the implementation model was a good one. One individual stated that the process of conducting a pilot site evaluation was "a valuable experience" and that others should have the opportunity to go through it. As early as February, individuals from one pilot site were expressing their appreciation for the roles played by Saskatchewan Education and SIDRU in monitoring and facilitating the pilot projects and also conducting "a critical examination of the document [Manual] and process."

   A number of individuals mentioned the usefulness of the follow-up meetings in February and June. This writer observed that the tone of these meetings was

informal and relaxed, with an emphasis upon sharing rather than accountability. The atmosphere was conducive to the exchange of information about pilot site experiences and cooperation toward a common goal, i.e., determining the effectiveness of the Manual and inservice; discussing means for refining both document and process; and, finally, developing methods for dissemination. One individual remarked that the meetings were "nicely spaced."

Sites not represented at the February meeting received an on-site visit from Susan Winter of Saskatchewan Education. Several individuals commented that these visits were helpful for clarifying areas of confusion and for keeping teams on track.

The use of resource persons as an aspect of implementation received little discussion as an issue. However, most sites reported using some assistance from a resource person. Types of assistance are dealt with at greater length in this report in Section E, "Pilot Sites."

SIDRU's involvement in the implementation process, discussed in this report in Section D, "Facilitation," was considered a strength, indicated by interviews, questionnaire data, and in a personal communication to the director of SIDRU.

Pilot sites were generally very cooperative in terms of the overall SIDRU evaluation. Pilot team members invested considerable time and thought to issues raised in this evaluation. This type of cooperation was particularly helpful for this writer and helped promote a sense of trust and acceptance of what was said.

At the time of initial contact with sites, interviewees seemed comfortable with the idea of the SIDRU evaluation. However, some uneasiness was expressed at the time of the February meeting. Questionnaire responses in May and June indicated that this nervousness had dissipated. Of the few concerns expressed in the questionnaires, two had to do with the length of and/or apparent repetition in the instrument and two felt the timing was a bit awkward. Several indicated that the method used was appropriate. One suggestion for change, noted elsewhere, was that more time be devoted to the evaluation at inservice and follow-up sessions. Half of the questionnaire respondents made no suggestions for change in approach, and over half expressed no concerns about the evaluation. The rate and patterns of questionnaire return have already been discussed.

Certain difficulties were noted with the implementation process, many of them minor. At least seven or eight individuals wished more advance notice could have been given in two areas: (a) the mailing of materials prior to inservice (already discussed) and (b) earlier notification of meeting dates. This was particularly true in the case of the February meeting. Several individuals were unable to attend due to conflicts. Two individuals felt that the June meeting was less useful than the February meeting and expressed concern for those travelling long distances to attend.

A more serious difficulty pertaining to the implementation process was an apparent lack of clarity regarding criteria for pilot site involvement. This difficulty had an impact on the facilitation process as well. The project leaders at several sites

expressed uncertainty as to whether their projects actually met the criteria for pilot site involvement.

On a few occasions some confusions arose in terms of three-way communications among sites, SIDRU, and Saskatchewan Education. This was somewhat frustrating to a few individuals, particularly when a series of telephone calls, sometimes long distance, were necessary to clarify issues.

This writer, acting as facilitator and evaluator, felt that both time and data were lost because SIDRU did not become involved with the implementation process until two months after its inception. Her prior involvement with the development of the Manual helped mitigate any confusions as role expectations became clear.

On the positive side, several individuals attending the June meeting expressed interest in pilot site involvement for a second year. Finally, responses to a questionnaire item revealed considerable interest in program evaluation. While the role of Saskatchewan Education was not addressed, SIDRU's was. The resulting open-ended comments, such as "great learning experience" and "sharing of ideas - resource personnel," attested to the success of the implementation model.

2. *What improvements might be suggested for the implementation model?*

Individuals at the June meeting discussed the importance of establishing clear-cut expectations for pilot site involvement. Expectations of resource persons could also be specified.

Some individuals at the meeting expressed concern about meeting sites. It was suggested that follow-up meetings sometimes be held in other cities. Another individual indicated the same on a questionnaire item.

This writer was concerned about the entry point of the facilitator/evaluator to the implementation process. She felt that facilitation might have been even more effective and that the evaluation might have been more comprehensive if the facilitation/evaluation activities had begun at the outset of implementation. One questionnaire respondent suggested that a greater "amount of time [be] spent on [SIDRU's] evaluation in the [inservice] sessions and post-sessions" if a similar approach were used again.

Greater advance notice of meetings, already discussed, was raised by several individuals as an area for improvement.

3. *Should Saskatchewan Education use this type of model on some other occasion for the implementation of the Manual or some other product or program?*

Discussion at the February and June meetings indicated that participants found the implementation model very effective for maintaining interest in, and commitment to, pilot projects. There was a general sense that the support provided in the implementation process was instrumental in keeping projects on track. Several participants voiced the opinion that individuals in schools likely would *not*

use the Manual if it were distributed freely but without additional incentives such as inservice or follow-up activities.

C.2 Interpretation of Findings

Many individuals felt that pilot-site involvement was a valuable experience. At the individual site level, implementation and facilitation processes made it possible for teams to deal with important issues and find success, not only in terms of results obtained but also in terms of professional growth by going through the process. One individual indicated, "As people worked with the Manual, they found their view of evaluation changed."

At the group level, the practice of sharing process and progress reports helped bolster the confidence of individual teams. There was considerable interest expressed in networking among pilot sites as a type of support system, thus suggesting the need for a communications format to prevent groups from feeling isolated and to help keep them on track. It was generally felt that pilot site involvement and facilitation activities enhanced such communications, but some individuals suggested that it might be helpful to have a newsletter or similar formalized support system on an ongoing basis from one year to the next, building a common resource pool which could be accessed by groups involved with evaluation projects. The suggested addition of a support person from Saskatchewan Education could also create a needed communications link.

Discussions and individual comments about the need for clarity of criteria indicated that individuals and teams feel more secure about what they are doing if they know exactly what is expected of them and how much autonomy they actually have. Having well-established guidelines would prevent certain communication gaps and would also serve to prevent groups from wandering off track or possibly abusing the system. The presence of such guidelines would also eliminate certain administrative problems, both for sites and supervisory groups.

SIDRU's facilitative role will be discussed at length in the following section. However, it can be said that SIDRU's presence as a monitoring and support system, particularly in terms of financial support, served to help teams proceed with their plans.

It can be concluded that the diversity of activities and multiple sources of support all contributed to the success of the implementation model. Additionally, it can be concluded that the implementation model would be very useful for future implementation of the Manual and quite likely other products or processes as well.

D. Facilitation

Evaluation questions pertaining to facilitation were as follows:

(1) What successes and difficulties were encountered with the facilitation process?

(2) What improvements might be suggested for the facilitation process?

Facilitation data were obtained primarily from this writer's perceptions throughout the facilitation process and by questionnaire. The responses to these two questions will be dealt with in the following two sections.

D.1 Summary of Findings

The first evaluation question on facilitation, dealing with successes and difficulties encountered, is discussed in this section.

This writer found the administration of the facilitation activities to be an interesting and often satisfying experience.

Good contacts were established at a variable rate from one pilot site to the next. For some pilot sites this writer felt that a sense of rapport developed during the first telephone contact, while for others it took more time. For five sites the initial contact person remained as the primary spokesperson for this project. At the four remaining sites it took a matter of one, two, or more months before a direct link was established with the site. In one instance an administrative changeover resulted in the loss of the initial contact person, who was replaced by an administrator less attuned to the project. Two additional months passed before direct contact was achieved at that site. In the case of one other pilot site, this writer never felt completely satisfied with the communications that took place.

Four sites actively welcomed the first contact with SIDRU as a support system. Three were more neutral in tone; in two of these cases contact was welcomed but the sites were uncertain regarding their status as pilot sites. First contacts with the two remaining sites had slightly negative overtones. At one of these sites the original project was replaced by one that was more viable after intervention by Saskatchewan Education, two telephone calls between this writer and administrators in that school division, and a subsequent conversation at the February meeting. At that point, highly satisfactory communications developed between that site and SIDRU. The regional curriculum coordinators were contacted at the outset of this writer's involvement and proved a positive contact.

At the time of initial contact (December 1987 or January 1988), three sites were progressing on schedule, two were slightly behind schedule, two reported uncertainty regarding their status as pilot sites, and two reported little progress since the inservice. There was an apparent correlation between amount of progress made and reaction to the first contact call.

Although pilot sites were encouraged to contact SIDRU if assistance could be given in any way, only three calls were received between December 1987 and June 1988, and one additional request was received at the June meeting. One call was a request for an on-site visit by this writer to review evaluation plans. A second was a request for reinstatement as a pilot site, as the individual had previously declined due to administrative changeovers in that school division. The third call had to do with simple procedural

matters regarding data collection for the SIDRU evaluation. At the June meeting one individual requested assistance in locating instruments for use in the following year.

By the end of this project, this writer felt that facilitation activities had proved successful for seven of the nine sites. One of the less successful links was due to no fault of individuals working directly at the pilot site; administrative changes delayed this writer's direct contact with the evaluation team, and for the first four months communications took place with administrators at the school division level. The first administrator contacted indicated that the group already had a resource person; the second administrator knew nothing of the arrangement; and the resource person, when contacted, reported that he had heard nothing from the pilot site since the October inservice. As the facilitation funding was channelled through the school division office, the actual team members had little awareness of facilitation activities and never did have assistance from the resource person. As it was, the site progressed extremely well with a minimum of support beyond that provided at the school division level and by the funding. At the other pilot site, facilitation efforts were generally less effective.

One aspect of the facilitation role was to assist sites with finding a resource person, if so desired. On preliminary contact, two sites requested resource persons; assistance was found for each site prior to the February meeting. A third site requested one specific individual to give a workshop. This writer contacted the latter individual, who remembered such a request at the time of the October inservice and expressed willingness to assist. This writer then notified the pilot site, but apparently the site decided to defer plans for the workshop. A fourth site requested a list of names of people within that city who might serve as resource persons; a brief list was given, and the site then made arrangements with the individual of choice. A fifth site used this writer as resource person. Two sites indicated that they already had resource persons, one site indicated that a specific evaluation model was being used and considered the developer of the model to be the resource person, and one final site indicated that a resource person would not be necessary because the spokesperson had a strong background in program evaluation.

A sum of $700.00 was advanced to each pilot site to help offset evaluation costs. This funding, coming from the overall budget for the pilot site program, was considered by many sites to have the most impact of the facilitation activities. All sites expressed appreciation for the funding and several sites reported that it considerably assisted (or would assist at a later date) with evaluation activities. One site did not require the entire amount and returned the balance. Three sites deferred the use of portions of the funding until summer or fall 1988.

One facilitation initiative consisted of circulating a summary of the February meeting to all pilot sites in an informal newsletter format. At that meeting a great deal of interest had been expressed in having a newsletter to serve as a networking link among program evaluation sites. This writer received no response to the mailing and therefore did not succeed in helping to establish this type of network.

An occasional communications difficulty arose when a school division level administrator was spokesperson for a pilot project. While administrators were generally well informed and able to communicate information about the projects, they were sometimes quite difficult to contact. It was far easier to make contact with individuals working directly at a site.

This writer conveyed information and expectations of pilot sites in two ways - first by telephone and then in writing, with additional telephone and/or written follow-up if necessary. Most sites honored verbal commitments, but there were some apparent failures in this regard.

One aspect of the facilitation process was the monitoring and supervising of pilot sites so that each evaluation project could be worked through to completion before the end of May 1988. This writer found that the time lines for projects had already been developed prior to her entrance to the pilot site program, and many sites had set their deadlines at some time in June. All projects but two progressed more slowly than anticipated, often for reasons beyond the control of team members. Only one project was completed in May; another had completed everything but the report. In every other instance, reports for projects were deferred until the fall of 1988 or later. One project had originally planned to complete the evaluation during the fall of 1989; in another instance, the director of that school division postponed all project work beyond the planning stages until the fall of 1988. Thus the facilitation failed in the sense of spurring projects on to completion before the end of May 1988.

A questionnaire item assessed SIDRU's facilitation activities. Responses were highly favorable. On a 5-point scale ranging from 1 (*poor*) to 4 (*good*) and 5 (*excellent*), 6 of 11 respondents answering this part of the questionnaire rated the facilitation as *excellent*, 4 rated it as *good*, and 1 marked *unsure*. This response was justified because that site had little direct contact with facilitation activities. The questionnaire also asked for suggestions for changes of approach; none were given other than "conferences held in Saskatoon." The only other comment was, "SIDRU has been supportive from the outset." When respondents were asked if they would be interested in doing further program evaluation projects, either with SIDRU or independent of SIDRU, 9 of 11 respondents expressed interest in future projects with SIDRU involvement, 1 respondent marked *yes* followed by a question mark, and 1 respondent marked *unsure* due to time constraints. Fewer individuals responded in the category of conducting future program evaluation projects independent of SIDRU; however, the general pattern of response was the same.

D.2 Interpretation of Findings

The second evaluation question on facilitation, dealing with suggestions for improvement to the facilitation process, is discussed in this section.

Based on this writer's experiences with the facilitation process, the following suggestions for improvement are made.

Facilitation activities did not begin until two to three months after the inservice. Pilot sites that were not highly motivated or that were uncertain about pilot site status (due to lack of criteria or administrative upheavals) therefore lost that time to work on the project. Some sites had been progressing on schedule but reported that the initial contact call served to help keep them on task. If facilitation had begun shortly after inservice, it is possible that more sites might have completed their projects on time, thus allowing for a more complete evaluation of the implementation process. Uncertainty regarding criteria for pilot site involvement has already been discussed. This writer also was not totally clear about criteria at the time of initial contact calls. If criteria had been made clear to all parties, facilitation could have progressed more smoothly in the early stages, and a number of three-way communications attempts might have been unnecessary. This writer also would have felt more confident about giving directives to pilot sites, if needed. It would be helpful to have an agreed-upon method for intervention if sites failed to honor agreements or to adhere to criteria.

Finally, if this writer were to be involved with the facilitation process at another time, she would not rely on school division level administrators as spokespersons unless they were easily accessible and closely affiliated with the project.

Despite these shortcomings, the sites appeared to appreciate the contact with and support of SIDRU. One principal reported that "the team and school staff were extremely pleased that SIDRU felt that it was important enough to fund." It would seem that individuals at some of the sites may have felt a dual sense of responsibility and isolation in their roles as pilot sites and were glad to have both alleviated to some extent by the facilitation process.

E. Pilot Sites

Evaluation questions pertaining to the pilot sites included the following:

(1) What types of assistance were needed by pilot sites? Were these needs fulfilled? By whom?

(2) What types of obstacles were encountered by pilot sites?

(3) What uses were made of the $700.00 facilitation funding sent to pilot sites?

(4) What did pilot teams consider their greatest successes?

Pilot site data were obtained by questionnaire, interview, and at meetings.

E.1 Summary of Findings

There was considerable variance in the nature of the nine pilot projects. Likewise, the nine sites exhibited a range of characteristics. Of the pilot projects, four were conducted in rural schools and were true school-based program evaluations, three of these involving the entire teaching staff to a considerable degree; two were conducted at the school

division level in smaller cities and involved four or more schools; and three were conducted in large urban areas. Of these latter three, one project focused on the program of a single school, using a similar student population of another school as control, and two projects focused on programs in four or more schools. Four projects, two urban and two rural, consisted of phases of a more extensive study. The other five projects were one-time studies; the major portion of one was postponed to the following year. At the time of this report, two projects were completed or near completion. Both were in rural schools and reported a motivated evaluation team and a considerable degree of involvement by all teaching staff. Two projects experienced delays due to administrative changes in those school divisions; administrative changes in a third school division did not slow progress at the pilot site.

Pilot evaluation teams ranged in size from a single individual to four or more team members. Five of those responding to the questionnaire had no previous experience with program evaluation, and one had taken a class but had no practical experience. Two individuals reported having experience on two prior occasions, three reported having experience on four to six prior occasions, and one reported having been involved with ten or more prior evaluations. As the questionnaire return was somewhat incomplete, it is impossible to determine the makeup of every team; however, the two teams completed or near completion involved at least one individual having a moderate degree of prior experience.

Six individuals reported that their primary reason for involvement was an invitation from an administrator; two indicated that the evaluation project was their own initiative; two said the project was of interest and they had volunteered to participate; and, for one, the primary reason given was assignment from an administrator. Six individuals attended the inservice because of interest, four attended by invitation from an administrator, and one was assigned to attend.

One questionnaire item asked the reasons for the pilot evaluations and also evaluation purposes. Of the various reasons indicated, *interest* was selected most often, followed by *to enhance professionalism*, *to fulfill funding requirements*, and *board directive*. These were followed by two reasons listed under *other* - "to set goals," and "program improvement." The most common evaluation purposes included *to determine program effectiveness*, *to assess needs*, and *for program development*, followed by *to make funding decisions*, *to make a judgment*, and *to assess materials*, in that order.

Individual team members generally spoke in positive terms about their projects and their teams. This positive tone was highly evident in telephone interviews, although on some occasions individuals sounded discouraged if the evaluation was behind schedule or demanding a great deal of work at that time. An optimistic outlook was generally evident at meetings, in questionnaire responses, in a document prepared in writing at one site, and also by means of a quick measure for which respondents were asked to write down four or five adjectives that came to mind when they thought about their projects. Data of the last type were obtained from five of the nine sites; in total 22 adjectives or phrases were generated, 15 of them having optimistic connotations. See Appendix A.6

for the entire list. Finally, one principal who was not highly involved at a pilot site spoke of the high morale and commitment of the evaluation team.

For one questionnaire item, individuals were asked to respond to a semantic differential concerning their personal attitude toward the pilot evaluation. Numerical ratings were assigned to the scale, ranging from *poor* = 0 to *excellent* = 1.0. Four individuals responded at various points in the .5 - .75 range, and seven responded in the .75 - 1.0 range, with a general tendency to mark near or at .85. On three similar items, respondents were asked to mark (a) the extent of teamwork at their site, (b) team morale, and (c) the amount of work they had been required to do themselves. The extent of teamwork was rated near .35 by two individuals at one site, near .6 for one site, and near .9 for four sites. There was a high level of agreement among respondents from any given site. Ratings for team morale were similar to teamwork ratings but varied in the cases of two sites. The site reporting the lowest degree of teamwork showed the widest variance in response for team morale, with one rating at .6 and the other at .9. The other difference in response pattern was a .6 for morale (as opposed to .85+ for teamwork); this was the site that had little contact with facilitation activities, had lost a committed administrator as team member, and had no help from a resource person. All other ratings for team morale were near .9. In all instances but one, there was a strong correlation between scores for personal attitude and team morale. Likewise, there was a strong correlation between team morale and teamwork in seven out of ten instances.

One final item of this nature involved a rating, in percentages, of the amount of work individuals had been required to do for the evaluation. Ratings varied widely, from lows of near 10% (in one instance, for a site at which others credited those same individuals as having done the main portion of the work) to high ratings in the 75-80% range. In five out of seven instances for which individuals reported doing little work, personal attitude was high. There were variations in groups reporting doing more work and doing average work. A correlation between the amount of previous experience and personal attitude yielded interesting results: extremely positive attitudes in the .8-.95 range were expressed by those with no previous experience, those previously involved with two evaluations reported personal attitude ratings near .6, ratings for those involved in four to six previous evaluations varied, and the rating for an individual involved in more than ten evaluations was at the .6 level. Checks were done to see if there were any correlations between (a) personal attitude and (b) degree of teamwork with school-based versus school division based evaluation projects; no real differences were found.

1. *What types of assistance were needed by pilot sites? Were these needs fulfilled? By whom?*

   It has already been indicated that only a few requests for assistance were received by SIDRU. This would lead one to assume that pilot teams were able to perform the necessary tasks for their evaluations in consultation with resource persons. Thus an attempt was made to determine what types of assistance were given by resource persons.

Questionnaire responses indicated that all sites but one (respondent marked *unsure*) needed the help of a resource person, and all sites had access to a resource person. Not every site actually met with that individual. Responses of different team members from any given site did not always agree as to the number of times the team had met with the resource person. (It is possible that certain individuals, rather than the whole team, may have met with the resource person.) Variable responses were received when individuals were asked what type of help was provided by the resource person. Questionnaire and interview responses were broken down into the following categories: *task-oriented assistance* (help with instrumentation, writing the proposal, statistics, supporting research, and liaison with another agency: 6 responses); *direction-setting assistance* (clarification, advice, general reaction, direction, focusing, generating ideas, consultative: 10 responses); and *encouragement* (1 response).

Some individuals tended to give specific task-oriented responses; however, most used more general terms. "Clarification" was the single response given more often than any other. All questionnaire responses (except for one, which was left blank) indicated that the help provided had been satisfactory. However, one person indicated during an interview that the resource person had delayed progress by taking a month to review and computer-code an instrument, and two individuals reported that the final report was delayed because the promised supporting research had not arrived.

Assistance in terms of time constraints, a common obstacle, was dealt with by pilot teams themselves by selective uses of the facilitation funding from SIDRU.

2. *What types of obstacles were encountered by pilot sites?*

The most common obstacle, cited by individuals from six of the seven sites returning questionnaires, was the amount of time consumed by the project. Other obstacles were noted: "the theoretical nature of the study caused some people to take it lightly," "difficulties related to getting responses in some areas," "complexity of the program and varying expectations," and "the first-time-through concerns (i.e., uncertainty, lack of confidence)." One response was "time-personnel"; this response was difficult to interpret because it was unclear whether the problem lay with having insufficient personnel or whether there was an actual problem with personnel. Finally, one person indicated that his site had encountered no major obstacles.

Most sites reported varying degrees of success in dealing with the above obstacles, although some were unsure or responded that they were "still working on it." One tactic commonly used was hiring substitute teachers to free team members to work during school hours. One group reported setting aside a particular amount of time each week for work on the project. Individuals from several sites used personal time to work on projects. Staff inservice days were used on one occasion to help offset time demands. One individual reported making special arrangements with the central school division office. Finally, one person indicated that the high degree of commitment of team members helped to solve the time problem. The use of alternative methods was cited as the way in which one individual successfully dealt

with response difficulties for one major group. The person reporting the problem of the failure of some to consider the evaluation seriously succeeded in overcoming the obstacle "by carrying a serious tone to the study." The individual expressing a lack of confidence in her (and the team's) ability reported, "We asked for help (from the resource person) and our problems were solved."

3. *What uses were made of the $700.00 facilitation funding sent to pilot sites?*

Eight of the nine sites provided SIDRU with itemized accounts for the uses of facilitation funding. As the questionnaire contained an item regarding the funding, some data were received from the ninth site as well. Prior to the receipt of itemized statements, telephone interviews from six sites volunteered information concerning the uses of funding. There was a high level of agreement among the various modes of reporting. See Appendix A.7 for a breakdown of evaluation expenses for all pilot sites.

The uses (or projected uses) of funding were varied. Four sites used portions of the facilitation funding to hire substitute teachers in order to free team members to work during school hours. For three sites this amount ranged upwards of $380.00. Four sites reported using funding to help pay for consultant and/or computer costs. For three sites the amount ranged upwards of $300.00. Five sites used funding to help cover secretarial costs. Costs for four sites ranged between $60.00 and $140.00. All nine sites reported spending facilitation funding on postage, printing, and supplies. These costs ranged from a low of $4.00 to a high of $325.00. Four sites used facilitation funding to help cover travel and meeting expenses, ranging from $25.00 to $200.00. Finally, three other uses were made (or projected) by two sites: (a) purchase of 12 Manuals, (b) summer writing days for team members, and (c) inservice on the Manual.*

All sites but one required the use of the full $700.00. An attempt was made by questionnaire to determine the total cost for all pilot projects, but only one individual had knowledge of the amount. However, some sites itemized evaluation expenses beyond the $700.00 mark. See Appendix A.8 for a listing of total evaluation costs for each site. It would appear that, for most sites, the facilitation funding covered a large portion of all evaluation expenses.

When asked about the effect of the funding on pilot projects, questionnaire respondents gave a variety of responses. Three respondents spoke of the usefulness of released time made possible by funding. Two respondents mentioned that the funding made it possible to bring in consultants. Two responded in general terms, such as "made it easier to work on the project." One respondent indicated that the funding "allowed the flexibility needed"; one respondent reported

* One individual indicated that it was difficult to isolate costs specific to the pilot project because these costs were absorbed by the school division under various budgets.

that the funding provided a necessary source of money without "additional time lost on begging for money"; and, finally, one respondent said the team and staff "were extremely pleased" to be judged worthy of funding. Nine out of ten individuals responded that $700.00 was *a reasonable amount*; the other marked *unsure*.

All sites expressed considerable appreciation for the funding.

4. *What did pilot teams consider their greatest successes?*

When asked this question, four questionnaire respondents did not feel able to reply because their projects were not completed. One team reported satisfaction at having been able to produce a new report card; one administrator considered the greatest success to be "identification of perspectives of various publics (what each considers important)." Two individuals gave responses specific to program evaluation (e.g., gave opportunity to conduct an evaluation, anticipated satisfaction at completion, and "diminish 'mystique' of program evaluation"). One found satisfaction in "involvement and ownership of the project" and spoke of a high degree of "cooperation and interest by students, staff, and community." Three responses (and in addition, one of the controls) indicated that group processes and a high degree of teamwork constituted the greatest success.

A few additional measures were used to determine the level of success of pilot sites with their projects. One questionnaire item asked what tasks remained before the evaluation was complete. The responses, written in late May and early June, were consistent with progress reports given at the June meeting. Four of the seven sites reporting still had some data collection and analysis to complete. A decision was made at each of these sites to defer the final report until the fall of 1988. The Kennedy team had already completed their new report card; an administrator in that school division indicated that it would be printed soon. A second team had completed the evaluation but was still waiting for supporting research (promised by the resource person) and needed to present reports to the various school boards. The Saskatoon group accomplished all that had been planned for this phase of the City Park Collegiate study and were prepared to resume work in the summer and fall.

An attempt was made to determine the impact of pilot evaluations on (a) the program, (b) teaching staff, and (c) students. The intent was to assess the degree of impact to date, the anticipated impact, and the type of impact. The questionnaire items were complex, having four separate ratings for each question. In spite of pre-pilot screening and pilot testing of the instrument, 75% of respondents failed to fully complete each section, thus making any findings inconclusive. However, a liberal reading of the varied types of responses would seem to suggest that individuals from two sites felt the evaluation had had little impact upon the program to date but would have moderate to great impact in the future; individuals from one site indicated they were uncertain about impact to date but expected a great deal of impact in the future; and individuals from three sites indicated the evaluation had already had at least a moderate impact on the program and expected a similar (or higher) level of impact in the future. Respondents from one site did not agree at all in terms of present impact but predicted moderate to great impact in the future.

Results were very similar in terms of impact upon teaching staff and students, with somewhat less impact on the students. As was already said, these results are tenuous at best. However, an open-ended question on evaluation impact drew a fair degree of response. Individuals from four sites indicated that other groups (such as school boards and parents) were aware of, and sometimes involved with, the evaluation and were supportive. One person said that "many [parents] commented on how they had to rethink parenting roles" after having been involved in the school goal study. Six individuals simply responded in terms of team progress to date and acceptance or recognition of progress or stance by others.

Finally, one questionnaire item asked what team members would do differently if given the opportunity to begin their projects all over again. Four respondents left the space blank; two indicated "nothing." Two respondents addressed the issue of more careful delegation of responsibilities among team members.

Three responses indicated changes regarding the time factor: one wanted to "compress the time allotted" while the other two indicated "start much sooner" and "arrange for time sooner." One individual indicated that it would be important to "follow 'worksheets' closely" and another said he would "begin planning on basis of the Manual" (some planning and operations preceded its use).

In conclusion, most pilot sites were involved with data collection and/or analysis at the time of this report. In three of these instances, intervening factors were mentioned (i.e., failure of a committee to produce an adequate instrument, disintegration of an evaluation team, and administrative upheavals directly involving the leader of a pilot project). Despite the delays, most individuals regarded their projects favorably.

E.2 Interpretation of Findings

Although pilot sites differed tremendously, general patterns of progress seemed to emerge.

Of the three sites completed or near completion, two were school-based (as opposed to school division based) projects; each reported strong, committed teams and involvement of the entire teaching staff to a considerable degree. The use of regularly scheduled meetings and/or work sessions was noted in both instances. Another successful group was in a large urban area and focused on the program of a single school. The study was extensive in scope; committees were formed in 1986 and planning began at that time. This group adopted pilot site status in February 1988 for the completion of a single phase of the study. Each time this writer made telephone contact, the spokesperson indicated that they were "progressing very well." Good organization was evident in the documents provided. This third evaluation was at the school division level.

One school-based evaluation had been progressing slightly ahead of schedule for much of the term; however, the team disintegrated at some point, leaving the major workload to a single individual. In addition, the process used was highly time consuming, and the group fell behind with the administration of a student survey. The spokesperson for

another school-based evaluation team was more apt than others to speak of the difficulties involved with the evaluation process. This group, as well, did not complete on time. A major portion of the workload was borne by one individual with a great number of concurrent responsibilities; the evaluation was not completed because a committee did not develop a needed instrument. Another project at the school division level, run by a single individual, did not take on pilot site status until February. Administrative unrest directly involving this individual was ongoing at the time; however, this project progressed well into the data collection stage. A seventh site did not become a pilot site until April; after one month's intensive work and completion of the planning stages, the director of that school division postponed the remaining work until fall. The two remaining projects were at the school division level. One site reported good progress, but very little process information was ever provided other than the fact that a questionnaire was being developed. That study was a phase of a long-term study. The other team, in an urban area, provided details of meetings (and cancellations of meetings), giving a good sense of process and progress. As far as this writer was able to determine, the development of instrumentation took longer than expected, thus putting the group slightly behind schedule.

Given the above information it could be concluded that the following factors contributed to success: a highly committed team, the use of scheduled meetings and/or work sessions, and involvement of the entire teaching staff. Factors apparently contributing to delays in evaluation projects might include the following: administrative changes; delayed start; and lack of a strong, committed team. Personal attitude and previous experience appeared to have little impact upon completion or non-completion of projects, although each team completing on schedule had at least one experienced member. *

Teams appeared to require somewhat less assistance from resource persons than had been anticipated by certain individuals. This would appear to attest to the effectiveness of the inservice and Manual. However, the importance of having a resource person was discussed at the June meeting. The facilitation funding had a positive impact on the progress of all pilot sites.

Many individuals reported that pilot site involvement was a valuable experience; this positive evaluation plus the competent progress made would seem to indicate that the implementation and facilitation activities were successful.

The aspect of committed teamwork appeared to be crucial in helping teams weather temporary difficulties; hard work by single committed individuals also produced results but perhaps more slowly than could be achieved by a team. Many individuals spoke of the importance of teamwork and delegating responsibilities for sharing the workload; this area could well be investigated on future occasions.

* In nearly every instance scarcity of time presented a significant obstacle; a number of teams found adequate ways of dealing with the problem.

VI CONCLUSIONS AND RECOMMENDATIONS

A. Criteria Used to Judge the Evaluation Object

A number of criteria were used to judge the multiple evaluation objects of the pilot site implementation program.

Those criteria pertaining to the adequacy of the Manual were as follows:

(1) Did use of the Manual have a positive impact upon pilot site evaluations?

(2) If difficulties were encountered with Manual use, were they easily overcome?

(3) Did pilot team members consider the Manual a document that would be useful for others?

(4) Would pilot team members choose to use the Manual again on some other occasion?

Criteria pertaining to the adequacy of the inservice were as follows:

(1) Were participants able to follow through with the steps of an evaluation after the inservice?

(2) Did the inservice provide an adequate introduction to the Manual?

(3) Did pilot team members consider the inservice a workshop that would be helpful for individuals involved with program evaluation for the first time?

Criteria pertaining to the adequacy of the implementation model were as follows:

(1) Did pilot sites perform evaluations making use of the Manual?

(2) Did pilot sites have assistance in terms of facilitation initiatives?

(3) Did pilot teams consider the assistance to be effective?

(4) Did implementation and facilitation activities succeed in keeping pilot projects on track?

(5) Were pilot projects completed? On time?

(6) Were pilot teams satisfied with the quality of their evaluations?

(7) Were pilot teams satisfied with the implementation model?

B. Judgments

A number of conclusions were reached concerning the objects of this evaluation. In this section each object is discussed individually in the context of specific strengths and weaknesses.

B.1 The Manual

1. *Strengths*

   (a) The Manual was used at all pilot sites by a number of individuals having varying degrees of experience with program evaluation. Degree of previous experience had no noticeable impact on the extent to which the Manual was used; therefore, the Manual proved useful to persons with differing levels of expertise. Users indicated almost unanimously that they would choose to use the Manual again.

   (b) Both beginners and experienced evaluators assigned a large number of high or very high ratings to the Manual as a whole and also to individual parts of the Manual in terms of usefulness. Ratings also indicated that most parts of the Manual would be very helpful to beginners in the field of program evaluation. There was a slight tendency for beginners to assign higher ratings to the Manual as a whole, and also to individual parts, than similar ratings obtained from individuals with some previous experience. There was also a noticeable tendency for raters to judge the Manual to be of more importance for beginners.

   (c) Part 2, "Planning and Doing an Evaluation," was considered extremely important by pilot team members. The sequential step-by-step format was clear and easy to follow. This section of the Manual was used and rated highly by all team members. Many followed the format step by step for the planning of pilot evaluations. The Worthen worksheet (p. 2.25) was singled out by many as being particularly helpful as an organizer. Thus Part 2 was considered to be of critical importance to the effectiveness of the Manual.

   (d) The Manual was seen to provide a wealth of material concerning numerous aspects of program evaluation for and in the schools. The inclusion of material on evaluation approaches, evaluation models, data collection, and curriculum areas presented users with multiple options, thus enabling flexibility in developing an evaluation plan suited to the specific context.

   (e) The clarity of definitions was considered a strength by many.

   (f) A number of individuals regarded the inclusion of samples and examples as a strength.

   (g) In general the Manual was fairly easy to use.

(h) Many individuals viewed the Manual as a timely and much-needed document. With a growing demand for accountability, many verbal responses indicated the Manual was a good document with which to fill previous gaps.

2. *Weaknesses*

(a) Although strong opinions were voiced both in favor and against, the general feeling of respondents was that an orientation workshop was important prior to use of the Manual, particularly in the case of beginners. Responses indicated that inservice was important for providing users with effective ways of working with the abundance of material. Opinion was divided enough to indicate that while a workshop should not necessarily be prerequisite to Manual use, orientation sessions highly facilitate the use of the Manual.

(b) The Manual in its present form does not include an index. This lack caused a fair degree of inconvenience to users.

(c) Some pilot team members experienced difficulties in selecting and/or developing appropriate instruments for their studies. This was particularly true for beginners. Thus a gap is apparent in terms of telling users how to choose and obtain suitable instruments.

(d) Likewise, some beginners experienced difficulties with the selection of appropriate evaluation models, or the adaptation of models to suit the needs of their specific sites. Thus a gap is apparent in terms of helping users feel confident about selecting, adapting, and using evaluation models.

(e) Part 3, "Curriculum Areas and Programs," was noted to be out of date by some individuals, including practitioners at the Saskatchewan Education level.

On the basis of many findings, this writer judges the Manual to be a useful document that is capable of assisting individuals of varying degrees of experience with the conduct of program evaluations at the school level. Its numerous strengths far outweigh the weaknesses, the majority of which are relatively minor, and can easily be corrected with certain revisions. The Manual has a significant contribution to add to education in this province; it should be adopted after revisions and possibly another pilot run.

B.2 The Inservice

1. *Strengths*

(a) The inservice was attended by a variety of individuals having different levels of expertise in program evaluation. The inservice was given extremely high ratings by beginners and also those with varying degrees of previous experience. Thus, the inservice proved to be an effective means of instructing individuals with differing levels of experience.

(b) Many participants attested to the effectiveness of the dynamic presentation with varied format.

(c) The small-group planning sessions were considered to be of value, particularly due to the immediate opportunity to apply presented material in the context of planning projects.

(d) The opportunity to interact with resource persons was seen as a strength.

(e) A large number of individuals felt the clear step-by-step presentation to be a major strength.

(f) Receipt of materials in advance was considered a strength.

(g) The amount of time allotted for the workshop was also a major strength; many individuals felt the two-day format gave them an opportunity to get down to basics and begin to make progress.

2. *Weaknesses*

(a) Although the amount of time allotted was considered a strength by many, an additional number of individuals felt two days did not constitute a long enough time to absorb the amount of material covered and plan in depth, particularly in the case of beginners.

(b) Concerns were expressed about the manner of grouping for small-group planning sessions. Some individuals felt groups could have been improved by building groups on the basis of similarity of projects or according to level of previous experience, unless those at a more advanced level were willing to assist beginners.

(c) A few individuals felt materials were not mailed long enough in advance to allow for a thorough pre-reading.

(d) One individual worried that the high degree of success stemmed directly from the dynamic personality and presentation of the major presenter; lower degrees of attention and interest were observed when other individuals made presentations.

On the basis of numerous findings, this writer concludes that the inservice proved to be a dynamic and effective learning experience for individuals with varying levels of expertise. The fact that nearly all participants were able to work through most or all of the stages of an actual evaluation without extensive assistance from resource persons also supports the effectiveness of the workshop as the preliminary phase of the implementation process. Many strengths were evident, and those weaknesses expressed were voiced in the sense of further improving a process that was generally considered to be excellent.

B.3 The Implementation Model

The implementation model comprised a number of interacting aspects including the in-service, which has already been discussed. Other aspects are presented here in terms of strengths and weaknesses.

1. *Strengths*

   (a) The initiation of the pilot evaluation process with the inservice was a major strength.

   (b) Individuals at pilot sites felt that follow-up and support activities provided useful incentives and helped keep them on track.

   (c) Pilot teams felt less isolated due to opportunities to share experiences with other teams.

   (d) Pilot teams also felt less isolated by having access to the help of a resource person.

   (e) Dispensation of the facilitation funding with no pre-specified uses (other than that funds be spent only for the project) allowed pilot sites to put that funding to optimum use.

   (f) The involvement of a second agency (i.e., SIDRU) for monitoring, facilitation, and evaluation activities may have helped to provide pilot sites with an extra sense of purpose and autonomy.

   (g) The use of the team approach to evaluation was a strength.

   (h) Implementation and facilitation activities were conducted with a relaxed, informal tone that helped encourage cooperation and sharing among all members.

   (i) Using this model, most sites made considerable progress on their program evaluation projects, although only three groups completed as planned.

2. *Weaknesses*

   (a) There was an apparent lack of criteria given for involvement as a pilot site. This led to some confusion at some sites and also hindered the facilitation process slightly as time was spent clarifying issues and expectations rather than focusing on individual projects.

   (b) Facilitation and evaluation activities got off to a late start in terms of the December or January introduction. In that sense, two or three months' worth of interaction time and data were lost. This fact alone may be partly responsible for the failure of a sizable number of projects to be completed on time.

(c) On occasion, three-way communication difficulties were experienced between pilot sites, SIDRU, and Saskatchewan Education.

(d) There were one or two difficulties in terms of pilot site accountability. While telephone and/or written follow-up proved effective in most cases, there were one or two failures to honor agreements.

(e) This writer experienced occasional difficulties in establishing a direct contact with certain pilot sites, thus resulting in less facilitation to sites and less evaluative information to SIDRU. This may be due in part to the inexperience of this writer; however, it often seemed to be most difficult to effect good communications in instances where the project spokesperson was an administrator at the school division level.

On the basis of data of many types, this writer judges the implementation model to have been an effective one. The strengths of the model helped foster a continued sense of interest and commitment among pilot team members and were effective in helping most groups through most, if not all, of the stages of a program evaluation. The degree of commitment observed by this writer would lead one to fully expect that unfinished projects will, in fact, come to completion during the fall of 1988. The weaknesses served as slight deterrents to the effectiveness of the model but are not unusual for a first-time pilot run of this nature. Evidence has already been given that plans have been made to offset a number of the weaknesses.

C. Recommendations

The following recommendations are made on the basis of the preceding findings and judgments.

(1) That the *School-Based Program Evaluation Manual* be adopted for use in Saskatchewan schools after certain revisions and subject to the second pilot year planned for 1988-89. The following revisions should be made: (a) changes to Part 3, which would include the updating of material and a possible change of format of that part and/or its position in the Manual; (b) the addition of an index; and (c) the inclusion of one or two pages in each of Parts 5 and 6, the purpose of which would be to show users effective ways of selecting and obtaining evaluation instruments, how to select evaluation models appropriate to their needs, and how to adapt and/or combine models if appropriate.

(2) That some type of mechanism be developed for constant updating of the Manual, should the demand for it remain high and should it remain in print.

(3) That the "School-Based Program Evaluation Workshop" be retained as a means of instructing school personnel in the use of the Manual, but that the workshop should not be considered mandatory for all school personnel who are planning to do an evaluation. The workshop has been shown to be ex-

tremely effective and should be recommended for those with little prior experience and who also are able to take the time to attend.

(4) That some consideration be given to the idea of offering the workshop at two levels: (a) an intensive and perhaps longer session for beginners and (b) a refresher course for those with prior background in program evaluation.

(5) That the present implementation model be adopted including the involvement of SIDRU for facilitation and evaluation activities, with the following changes:

(a) that clear expectations of pilot sites be developed and communicated to all who are involved in the program,

(b) that individual team members and participating groups be selected on the basis of a strong commitment to their project and the willingness to cooperate in a group process of this nature, and

(c) that facilitation and evaluation activities begin at the time of the inservice.

The proposed inclusion of a support person from Saskatchewan Education for the second pilot year should serve well to facilitate communications among all groups.

(6) That facilitation funding be provided during the second pilot year, but that some thought be given to the amount going to sites and the extent to which project expenses should be funded.

(7) That a stronger emphasis be given to the team (as opposed to the individual) approach to evaluation projects - that sites have teams of at least three individuals and that a mechanism be developed for assisting with team dysfunction or disintegration, should either occur.

(8) That meetings be held in regions in which projects are clustered, perhaps on a rotating basis, to cut down on repeated long-distance travel for the same individuals.

(9) That some thought be given to establishing a communications network among teams whereby they could communicate successes, concerns, and problems, without having to use SIDRU or Saskatchewan Education as a mediating body. A mutual support system of this nature could also include resource persons and provide a link to the universities.

(10) That further study be given to the interrelationships among the Manual, inservice, and previous background of users. A controlled study would be able to provide more conclusive information as to whether the Manual is, or is not, a document needing introduction by inservice.

(11) That further study be done during the second pilot year in order to further validate findings presented here, which were based on a rather scant return of questionnaires.

D. Conclusion

A number of dedicated individuals took a great deal of additional work upon themselves by becoming involved as pilot teams. These individuals worked extremely hard, sometimes in relative isolation, to bring to their projects the very best they could offer. At the same time, these individuals expressed considerable interest in the program, cooperating with directives given and providing thoughtful and insightful consideration to what was asked of them. The dedication of pilot teams helped them pull through difficulties of many types. Although not all pilot evaluations were completed as of this date, most had come very close; in cases in which the pilot project was a phase of a larger study, teams will resume work in the fall as other pilot teams are writing their final reports. All those involved considered pilot site involvement to have been a valuable experience.

In this day and age of growing demands for accountability, it is a refreshing change to see small groups of individuals at the school level attend a workshop, make use of a document such as the Manual, and evaluate their programs themselves, rather than asking (or relying upon) someone else to do it for them. Not only does this practice of school-based program evaluation often provide results and recommendations most attuned to the needs of individuals at the school, it also enhances professionalism in the team members and in the school in general. With committed individuals working hard at the school level to improve their programs and schools, a burden is lifted off the shoulders of central agencies. In the long run, costs could be cut through the practice of school-based program evaluation, introduced by implementation programs such as the one discussed here.

This writer believes the Manual and implementation model constitute an important addition to resources presently available to Saskatchewan schools. With the implementation of this Saskatchewan-developed school-based program evaluation model, Saskatchewan schools should be able to make great strides to meet the challenge of providing the best education possible for our children.

VII REFERENCES

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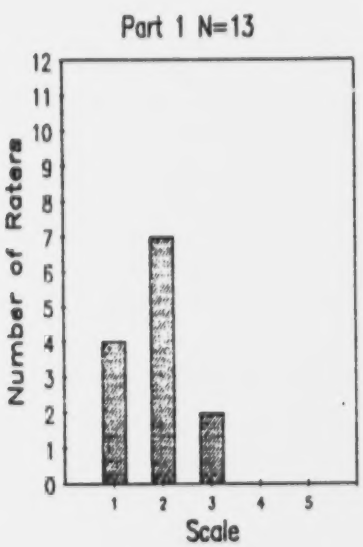
VIII APPENDICES

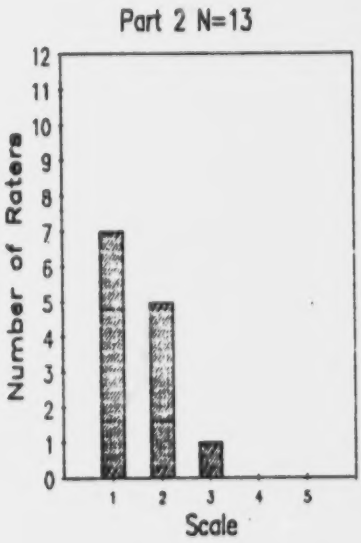
APPENDIX A.1

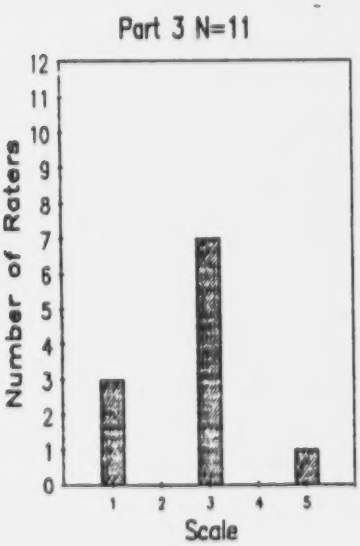
RATINGS FOR ACTUAL USE OF PARTS OF THE MANUAL BY NUMBERS OF RATERS

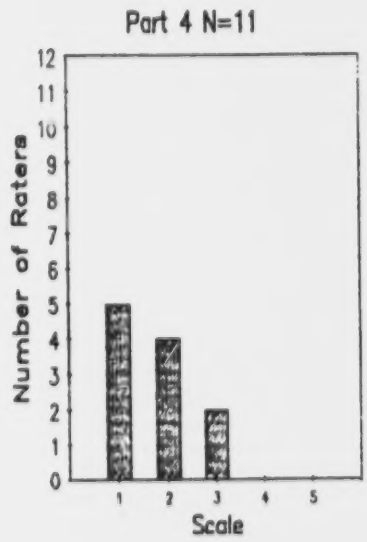
Rating scale:

1 = absolutely essential
2 = very helpful
3 = moderately helpful
4 = not particularly helpful
5 = not at all helpful

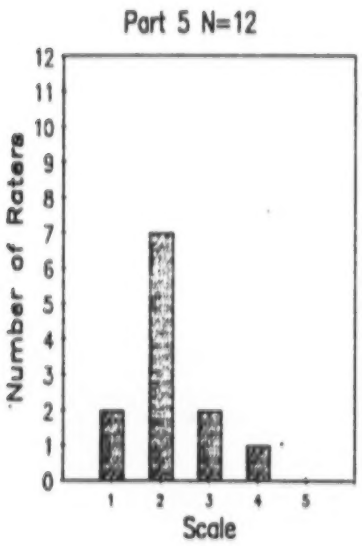


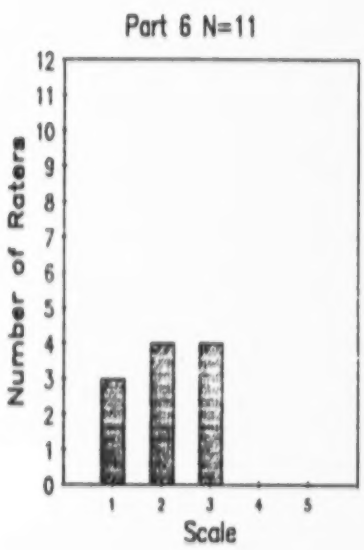


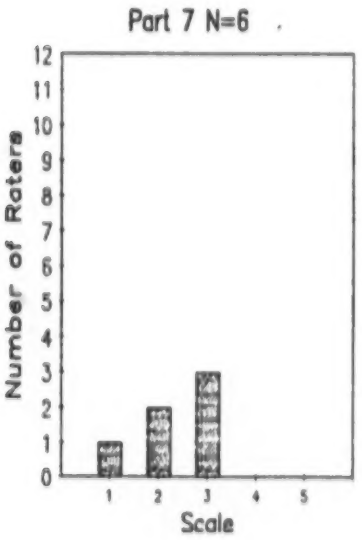




APPENDIX A.1 continued





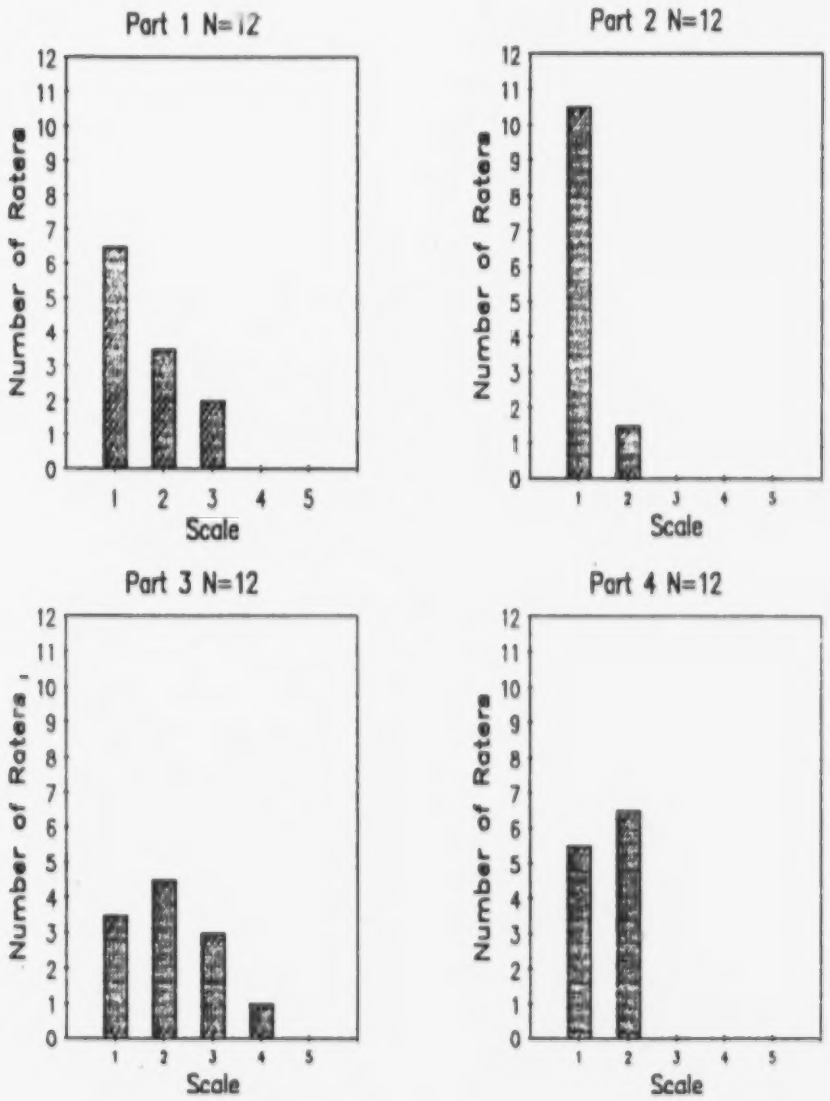


APPENDIX A.2

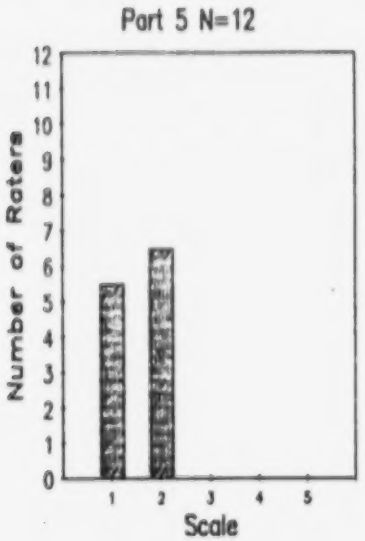
RATINGS OF IMPORTANCE OF PARTS OF THE MANUAL TO NEW EVALUATORS BY NUMBERS OF RATERS

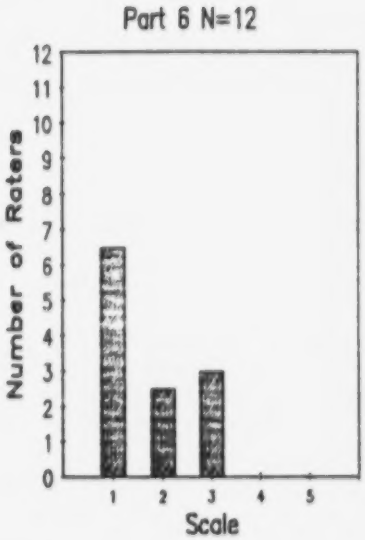
Rating scale:

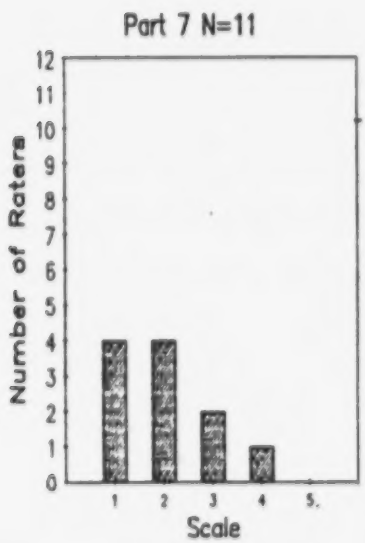
1 = absolutely essential
2 = very helpful
3 = moderately helpful
4 = not particularly helpful
5 = not at all helpful



APPENDIX A.2 continued







APPENDIX A.3

NUMBERS AND TYPES OF STATEMENTS ABOUT THE MANUAL OBTAINED BY TELEPHONE INTERVIEW

Types of Statements

Positive	**Number**
Evaluative descriptors (e.g., "Just excellent," "very good," etc.)	4
Evaluative description in connection with an evaluation activity (e.g., "Provided a useful format for organizing," "good to take one through the steps," etc.)	4
Positive descriptive aspects of the Manual (e.g., "Versatile")	2
Statement of impact of Manual on personnel	1
Prediction of continued use and demand	1
Positive with Qualifier (e.g., "Very good, but we'll have to see how it works out.")	2
Positive with Negative Statements Attached (e.g., "Good, but I was looking for a 'recipe' to follow and [it] broke down...2/3 of the way through.")	3
Negative (e.g., "In terms of just giving it to someone and telling them to use it, forget it!")	2

APPENDIX A.4

MANUAL STRENGTHS AND WEAKNESSES

Feedback from the February 22, 1988 Meeting

Manual Strengths

1. "Recipe" format was clear and comprehensive*; the following areas were appreciated:

   . concise, clear definitions
   . step-by-step
   . developing a summary of purpose, clarifying evaluation purposes
   . anticipating audiences

2. Presented multiple options for evaluating.

3. Coverage of different curriculum areas.

4. Coverage of different evaluation models.

5. Timely, up-to-date.

"After planning our evaluation using the Manual, we haven't found anything that's needed to be redone."

Manual Weaknesses

1. Given ordinary time constraints of teachers and administrators, there is too much material in the Manual.

2. No index - having one would speed up use.

3. There was a general feeling that use of the Manual needs to be preceded by the inservice: <u>the Manual does not stand alone</u>. The workshop is necessary to help understand the procedures and also to help structure the great amount of time required at the outset of planning an evaluation.

---

*This from an individual who felt at first that the "recipe" format broke down part way through - i.e., by coming at it again, the direction became clearer.

APPENDIX A.5

INSERVICE STRENGTHS AND WEAKNESSES

Feedback from the February 22, 1988 Meeting

Inservice Strengths

1. "The time for planning at the workshop was a real plus, and made the workshop meaningful."

2. It was helpful to have resource persons to assist with narrowing down objectives.

3. General review at beginning of the session was useful.

4. Clarification of definitions and models was important.

5. It's good to have different presenters with different points of view.

6. It was helpful to have materials in advance.

"The workshop was excellent, especially for those having some background in program evaluation."

Inservice Weaknesses

1. It would be better to preselect for individuals having a basic understanding of research/evaluation procedures.

2. It would have been better if participants had been asked to think out evaluation aims prior to the workshop.

3. It would have been more productive to have teams of 2+ individuals working on an evaluation, rather than a single individual.

4. More time would be needed for training individuals with no background; some felt that two days was too short even for those with background.

APPENDIX A.6

FREE-CHOICE ADJECTIVES GENERATED WHEN RESPONDENTS WERE ASKED WHAT CAME TO MIND WHEN THINKING ABOUT THEIR EVALUATIONS

Pessimistic	Neutral	Optimistic
painful	developmental	resourceful
consuming	organizational	supportive
	direction-setting (2)	useful (2)
	necessary	timely
		interesting
		helpful
		challenging
		exciting
		consequential
		fulfilling
		worthwhile
		rewarding
		beneficial
		may ultimately be satisfying

APPENDIX A.7

REPORTED USES OF FUNDING AT PILOT SITES

Type of Use	Mode of Reporting: Itemized Statement (Already spent)	Itemized Statement (Projected)	Oral	Questionnaire
Substitute pay for release time	Saskatoon $522 Martensville $577 Kennedy $382		Regina* Public Amount Unknown	Regina* Public Amount Unknown
Secretarial	Martensville $60 Eaton $100 Lumsden $142 Lloydminster $100 (estimated)	Lloydminster to be determined		Regina* Public Amount Unknown
Postage and Supplies	Martensville $24 Eaton $100 Regina Catholic $325 Kennedy $275 Saskatoon $4			Regina* Public Amount Unknown

*See addendum following Appendix A.8

Type of Use	Mode of Reporting: Itemized Statement (Already spent)	Itemized Statement (Projected)	Oral	Questionnaire
Postage (cont.)	Lumsden $50 N. Battleford $150 Lloydminster $50 (estimated)	Lloydminster $50 (estimated)		
Consultation and computer services	Lumsden $920 Regina Catholic $375	Lloydminster $300	Regina* Public Amount Unknown	Regina* Public
Meetings, travel	Martensville $65 Kennedy $82 Lumsden $25	Lloydminster $200		
Purchase of Manuals (12)	N. Battleford $270			
Summer writing days for team members		Saskatoon $175		
Inservice on the Manual		N. Battleford $300		

*See addendum following Appendix A.8

APPENDIX A.8

DECLARATION OF EVALUATION COSTS BY SITE

Eaton School	$200.60 (returned $499.40)
Kennedy School	$739.38
Lloydminster SD	$700.00+
Lumsden High School	$1134.00
Martensville Valley Manor Elem. School	$1225.15
North Battleford SD	$721.50+
Regina Catholic SD	$700.00+
Regina Public SD	unknown*
Saskatoon SD	$700.00+

*See addendum following this Appendix.

ADDENDUM TO APPENDICES A.7 AND A.8

REGINA BOARD OF EDUCATION

PEER COUNSELLING EVALUATION

Team: Russ Marchuk - Chairman
Heather Wright
Bill Hynd
Janice Petracek

1.	Release Time for Committee Members (6 days at $116.64)	$699.84
2.	Lunch Meetings (3 lunches - $25.00; $26.00; $25.50)	76.50
		$776.34

APPENDIX B.1

FORMAT OF PRELIMINARY CONTACT CALLS

The first round of telephone calls to pilot sites was to acquaint personnel there with the role SIDRU and this writer had been hired to perform. The basic format for an initial contact was:

1. Introduction of the writer, and SIDRU's role in coordinating and facilitating a number of pilot site program evaluation projects in various parts of the province;

2. Indication that the interviewee's name was on a list of individuals who had attended a program evaluation workshop in October, and who were involved with a pilot project;

3. Expression of SIDRU's interest in the pilot site, and indication that:

   . SIDRU had been asked by Saskatchewan Education to make sure each group had access to a resource person if desired: Did the group have one already? Was one needed or wanted? Would the group like SIDRU to find one for them?

   . Financial assistance would be available sometime in 1988. Although details hadn't yet been worked out, would this be of interest to the pilot site? The writer stated that she would be in touch once details had been clarified.

   . If other types of assistance were needed, SIDRU would be willing to help in whatever capacity possible.

   . Part of this writer's role was to conduct an evaluation of the implementation process and also of the Manual itself; that this evaluation would NOT be an evaluation of the ability of individual pilot sites to perform an evaluation. Did the interviewee have any comments about the Manual? About the inservice?

4. Re-statement of SIDRU's role in assisting pilot sites. All interviewees were given the writer's telephone number at home, the SIDRU office number, and addresses, if requested, and were encouraged to contact SIDRU any time a concern arose with which SIDRU could help.

5. The writer closed by saying she appreciated the interviewee's taking the time to talk about his/her project; that she hoped the evaluation progressed smoothly; and that she would be in touch by telephone in a month or so.

APPENDIX B.2

SCHOOL-BASED PROGRAM EVALUATION PROJECT, PHASE II

Please provide the following information so we at SIDRU may have a better idea of the program that is being evaluated in your school division. Your assistance is greatly appreciated.

PROGRAM OR PROJECT TITLE _____

PROJECT SITE _____

PROJECT LEADER _____

1. How long has the program been operating? _____

2. How many schools are affected by this program? _____

3. Number of students in program, by Division:

   Division I ____ Division II ____ Division III ____ Division IV ____

4. Number of teachers in program, by Division:

   Division I ____ Division II ____ Division III ____ Division IV ____

5. It is possible that your evaluation project may not fit into the above categories. If not, would you please provide a brief description of what is being done? _____

   _____

   _____

6. Number of schools involved at pilot site: _____

   Please list them: _____

   _____

   _____

   _____

7. Number of individuals affected by the program at pilot site:

   Students, by Division:
   Division I ____ Division II ____ Division III ____ Division IV ____

   Teachers, by Division:
   Division I ____ Division II ____ Division III ____ Division IV ____

8. Number of teaching and other staff/individuals involved with the evaluation process:

   Teachers ____ Administrators ____ Teacher-Administrators ____
   Aides/clerical ____ Parents ____ Other _____
   (please describe)

9. How many of the above individuals are actively involved with the program, in addition to the evaluative process?

   Teachers ____ Administrators ____ Teacher-Administrators ____
   Aides/clerical ____ Parents ____ Other _____
   (please describe)

Thanks for your cooperation.

APPENDIX B.2a

INSTRUCTIONS FOR DATA SHEET

On the BACK of this data sheet, please:

1. List anything else you think I should know about your evaluation project.

2. List four or five adjectives that come to mind when you think of your evaluation project.

3. List any needs which you anticipate for our project, with which we at SIDRU might be able to help.

4. Mention how you happened to attend the program evaluation inservice given in October, 1987.

A self-addressed stamped envelope is enclosed for your convenience.

University of Regina

Saskatchewan Instructional Development and Research Unit

Faculty of Education

Regina, Saskatchewan
Canada S4S 0A2

(306) 584-4798 4309
Educ. 2.26

APPENDIX B.3

SCHOOL-BASED PROGRAM EVALUATION PROJECT

The purpose of this questionnaire is to gather information on: (a) the effectiveness of the pilot site model for implementing school-based program evaluations; (b) the usefulness of the School-Based Program Evaluation Manual and inservice package; and (c) the usefulness of the assistance provided by Saskatchewan Instructional Development and Research Unit (SIDRU) to each pilot site.

As will be evident when you examine the enclosed questionnaire, the information to be obtained is generally not of the type that could be used to pass a judgment on your own (or your group's) ability to conduct a program evaluation. The intent is simply to determine the usefulness of the Manual and also of the implementation process for your initial evaluation project. Results will be compiled and forwarded to Saskatchewan Education in report form in order to provide the Department with information concerning the pilot site implementation process and possible revision of the Manual and inservice package.

We at SIDRU appreciate your taking some time to answer the following questions. Please mail your response AS SOON AS POSSIBLE and prior to **June 1** to:

Alison Pirot
Saskatchewan Instructional
Development & Research Unit
Faculty of Education
University of Regina
Regina, SK
S4S 0A2

A self-addressed stamped envelope is attached for your reply.

Title of your project: _____

School Division: _____

Your position:

____Administrator ____Teacher ____Parent

____Principal ____Non-teaching school staff ____Other (please specify) _____

APPENDIX B.3 continued

General

1. How did you come to be involved in your evaluation project?
Please rank all items in order of importance from 1 to 5, omitting any that do not apply.

___ a. The evaluation was my own initiative.
___ b. I was interested in the evaluation and volunteered.
___ c. I was invited to participate.
(by whom?—indicate position) _____
___ d. I was assigned to work on the project.
(by whom?—indicate position) _____
___ e. Other (please explain) _____
_____

2. Why did you attend the program evaluation inservice in October 1987?
Please rank all applicable items.

___ a. interest
___ b. invitation (from whom?—indicate position) _____
___ c. assignment (from whom?—indicate position) _____
___ d. did not attend
___ e. other (please explain) _____
_____

3. Were you ever involved in program evaluation on some previous occasion?

YES ___ NO ___

If YES, how many times? Check (X) below:

___ 1 ___ 3 ___ 7-10
___ 2 ___ 4-6 ___ more than 10

4. Why is your evaluation being conducted? Please check (X) all applicable items in each column.

A. Reasons for evaluating

___ a. interest
___ b. to fulfill funding requirements
___ c. board directive
___ d. to enhance professionalism
___ e. don't know
___ f. other (please explain)___
_____
_____

B. Purposes

___ a. to determine program effectiveness
___ b. to assess needs
___ c. for program development
___ d. to make funding decisions
___ e. to assess materials
___ f. to make a judgment
___ g. don't know
___ h. other (please explain)
_____
_____

APPENDIX B.3 continued

For the following items, please check (X) your responses at an appropriate place on the scale, e.g.,

Poor Excellent
|___|___|___| X |

If you would like to comment on any particular item, please explain below or write on the back of this page.

	Poor Excellent	Unsure	I am conducting the evaluation by myself
5. To what degree has your team worked together as a group?	|___|___|___|___|	___	___
6. How would you describe your team's morale?	|___|___|___|___|	___	___
7. How would you describe your attitude toward the evaluation?	|___|___|___|___|		
8. How much of the work have you been required to do yourself?	0 25% 50% 75% 100% |___|___|___|___|		

APPENDIX B.3 continued

Impact of the evaluation

Please circle the appropriate number in each of the following areas:

a. IMPACT TO DATE, on a scale from 1 to 5
1 = None; 2 = Little; 3 = Unsure; 4 = Moderate; 5 = Great

b. ANTICIPATED IMPACT on the same 1 to 5 scale

In addition, please indicate TYPE OF IMPACT by checking (X) the appropriate place on the following scale, e.g., Negative Positive
|___|___| X |___|

IMPACT TO DATE

N L U M G
1 2 3 4 5
Negative Positive
|___|___|___|___|

1. What impact is your evaluation having upon the program?

TYPE OF IMPACT

_____

ANTICIPATED IMPACT

N L U M G
1 2 3 4 5
Negative Positive
|___|___|___|___|

IMPACT TO DATE

1 2 3 4 5
Negative Positive
|___|___|___|___|

2. What impact is your evaluation having upon the teaching staff?

TYPE OF IMPACT

_____

ANTICIPATED IMPACT

1 2 3 4 5
Negative Positive
|___|___|___|___|

IMPACT TO DATE

1 2 3 4 5
Negative Positive
|___|___|___|___|

3. What impact is your evaluation having upon students?

TYPE OF IMPACT

_____

ANTICIPATED IMPACT

1 2 3 4 5
Negative Positive
|___|___|___|___|

What impact, if any, is your evaluation having upon other significant groups (e.g., parents, school board, community members)? Please describe briefly, and indicate type of impact as well. _____

_____

_____

If the degree or type of impact came as a surprise to you in any of the above instances, please describe briefly. (Use the back of this page if necessary.) _____

_____

_____

APPENDIX B.3 continued

Manual

1. Please check (X) which parts of the Manual you used when planning and conducting your evaluation. Then rate each item in terms of its usefulness, using the following scale:

   1 = absolutely essential; 2 = very helpful; 3 = moderately helpful;
   4 = not particularly helpful; 5 = not at all helpful

I/we used these parts.		Rating
___	Part 1: Introduction	_____
___	Part 2: Planning and doing an evaluation	_____
___	Part 3: Curriculum areas and programs	_____
___	Part 4: Evaluation approaches	_____
___	Part 5: Data collection	_____
___	Part 6: Evaluation models	_____
___	Part 7: Appendices	_____

Now do the same for the appendices, using the same scale.

I/we used these appendices.		Rating
___	Appendix A: Glossary of terms	_____
___	Appendix B: Published materials	_____
___	Appendix C: Resources	_____
___	Appendix D: Bibliography	_____
___	Appendix E: Masters for photocopying	_____

In the following section please rate (by circling) each item on a scale from 1 to 5:

1 = Poor; 2 = Fair; 3 = Unsure; 4 = Good; 5 = Excellent

	Poor	Fair	Unsure	Good	Excellent
2. What has been the usefulness of the Manual in terms of your evaluation?	1	2	3	4	5
3. What is the usefulness of the Manual in general?	1	2	3	4	5
4. How useful would the Manual be WITHOUT a preliminary inservice?	1	2	3	4	5

APPENDIX B.3 continued

5. Please rate each part of the Manual according to what you think would be its usefulness to an individual or group doing an evaluation FOR THE FIRST TIME. Use the following scale:

   1 = absolutely essential; 2 = very helpful; 3 = moderately helpful;
   4 = not particularly helpful; 5 = not at all helpful

   ___ Part 1: Introduction
   ___ Part 2: Planning and doing an evaluation
   ___ Part 3: Curriculum areas and programs
   ___ Part 4: Evaluation approaches
   ___ Part 5: Data collection
   ___ Part 6: Evaluation models
   ___ Part 7: Appendices

   Would your response be different if these individuals had conducted previous program evaluations? YES ___ NO ___ UNSURE ___

   If YES, in what ways? _____

   Why? _____

6. Which part(s) of the Manual was(were) easiest to use? _____

   Why? _____

7. What, if anything, was your greatest confusion in using the Manual? _____

   _____

   Did you overcome it? YES ___ NO ___ UNSURE ___

   If YES, how? _____

   _____

8. What, in your opinion, is missing from the Manual? _____

   _____

   What changes would you suggest if the Manual were to be revised? _____

   _____

   _____

9. Would you choose to use the Manual for a program evaluation project on some other occasion? YES ___ NO ___ UNSURE ___

   If NO, why? _____

   _____

APPENDIX B.3 continued

Inservice

Please fill out this section ONLY if you attended one of the inservice sessions in Saskatoon or Regina in October.

If you DID NOT ATTEND one of these inservice sessions, leave this page blank and go on to the next page.

Please rate (by circling) each item on a scale from 1 to 5:
1 - Poor; 2 = Fair; 3 = Unsure; 4 = Good; 5 = Excellent

	Poor	Fair	Unsure	Good	Excellent
1. How useful was the inservice to you personally?	1	2	3	4	5
2. How useful was the inservice in terms of your evaluation?	1	2	3	4	5
3. How useful was the inservice as an introduction to the Manual?	1	2	3	4	5
4. What is the usefulness of the inservice in general to someone who is going to do an evaluation for the first time?	1	2	3	4	5

5. What do you consider the greatest strengths of the inservice? _____

_____

_____

6. What, if anything, did you find confusing about the inservice? _____

_____

Were you able to overcome this confusion? YES ___ NO ___ UNSURE ___

If YES, how? _____

_____

7. What changes would you suggest if the inservice were to be revised? _____

_____

_____

_____

APPENDIX B.3 continued

Facilitation/General

1. Did your group need the help of a resource person? YES ___ NO ___ UNSURE ___

   Did you have access to a resource person? YES ___ NO ___ UNSURE ___

   If YES, how many times did your group meet with that person? _____

   What types of assistance did he/she provide? _____

   _____

   Was the help satisfactory? YES ___ NO ___ UNSURE ___

   If NO, why? _____

2. What do you consider the greatest success(es) of your program evaluation project?

   _____

   _____

3. What were the greatest obstacles encountered while doing your evaluation? _____

   _____

   _____

   Did you overcome them? YES ___ NO ___ UNSURE ___

   If YES, how? _____

   _____

4. What, if anything, remains to be done in order to complete your evaluation? _____

   _____

   _____

5. If you were able to start your project all over again from the beginning, what would you do differently? _____

   _____

6. Would you be interested in participating in program evaluation projects on some other occasion?

   With SIDRU
   YES ___ NO ___ UNSURE ___

   Independent of SIDRU
   YES ___ NO ___ UNSURE ___

   Why? _____

   _____

APPENDIX B.3 continued

7. What effect did the $700.00 funding from SIDRU have upon the success of your evaluation?

_____

Do you think $700.00 was a reasonable amount? YES ___ NO ___ UNSURE ___

In what ways was the money used? _____

_____ UNSURE ___

What was the approximate cost to your board or school division, not counting the $700.00 above? _____ UNSURE ___

8. Do you have any concerns or comments about the SIDRU evaluation?
YES ___ NO ___ UNSURE ___

If YES, what are they? _____

_____

9. What changes in approach would you suggest if a similar evaluation were conducted by SIDRU on another occasion? _____

_____

10. What has been the usefulness of the assistance provided by SIDRU?	Poor	Fair	Unsure	Good	Excellent
	1	2	3	4	5

What changes would you suggest if SIDRU were to offer similar assistance on another occasion? _____

_____

Date on which this questionnaire was completed: _____, 1988

Thank you for your cooperation and time. Please return this questionnaire AS SOON AS POSSIBLE and prior to June 1 to:

Alison Pirot
Saskatchewan Instructional Development and Research Unit
Faculty of Education
University of Regina
Regina, SK
S4S 0A2

A self-addressed stamped envelope is attached for your reply.

APPENDIX C.1

SCHOOL-BASED PROGRAM EVALUATION WORKSHOP

SCHEDULE

1st Day: 9:00 - 4:30

PLAN OF THE WORKSHOP

INTRODUCTIONS

INTRODUCTION TO PROGRAM EVALUATION

CONTEXT OF PROGRAM EVALUATION

A PROGRAM EVALUATION PLAN
- . Proposal
- . Audiences
- . Issues
- . Objectives

CLOSURE

2nd Day: 9:00 - 4:00

Back to the PLAN
- . Organizing
- . Work Plan
- . Designs
- . Data Collection
- . Data Analysis
- . Reporting

WINDING UP and GOING FORWARD

APPENDIX C.2

TIME LINE FOR SCHOOL-BASED PROGRAM EVALUATION PROJECT, PHASE II

December 1987 - January 1988

Initial telephone contact with pilot sites.

January - February 1988

Telephone follow-up to pilot sites; organizing and releasing $700.00 funding to each pilot site; locating and installing resource persons where requested; proposal and progress report submitted.

February 22 meeting with representatives from pilot sites; administration of context data sheet(s).

Mailing of context sheets to all sites not represented at the meeting.

February - March 1988

Collation of pilot site reports and feedback on Manual and inservice (presented at meeting); verification of pilot site reports by mail and telephone; circulation of all findings to all pilot sites, to Saskatchewan Education, to Dr. J.O. Burgess, and all others attending the February meeting.

March - April 1988

Telephone follow-up with pilot sites re receipt of funding and progress of projects.

Development of 8-page questionnaire.

Telephone contact to all sites re numbers of questionnaires to send to sites and progress report.

May 1988

Further telephone contacts.

Issue of memo when no itemized statements arrived from pilot sites by May 6; questionnaire finished and mailed to all sites on May 13.

APPENDIX C.2 continued

Draft of report due May 20.

Circulation of pilot site descriptions to all sites for verification for inclusion in final report.

Data analysis.

June 1988

June 1 deadline for receipt of questionnaires and any changes to pilot site descriptions.

June 9 summative meeting for all pilot sites.

Further data analysis and report writing.

Final report due June 24.